DOCUMENT RESUME

ED 074 673 EC 051 669

AUTHOR Levine, Eleanor; Fineman, Carol
TITLE Prescriptive Profile Procedure for Children With Learning Disabilities.
INSTITUTION Dade County Public Schools, Miami, Fla.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.
PUB DATE [73]
NOTE 244p.

EDRS PRICE MF-$0.65 HC-$9.87
DESCRIPTORS Academic Achievement; *Diagnostic Teaching; Elementary School Students; *Exceptional Child Education; *Individualized Instruction; *Inservice Teacher Education; *Learning Disabilities; Student Behavior

ABSTRACT

The Prescriptive Profile Procedure (PPP) attempts to provide teachers of learning disabled elementary school children with a procedure of individualized diagnosis and educational prescription which encompasses strengths and weaknesses in prerequisite skills, basic school subjects, and behavioral factors. A competency statement and six to 12 behavioral objectives for the teacher using the document introduce each section. Approximately 20 pages of self-evaluative applications follow each section to determine whether the objectives have been met. Diagnosis and prescription for a hypothetical child illustrate the procedure throughout the document. Explained in the section on prerequisite skills are using the test battery, recording test data, profiling prerequisite skills test scores, and interpreting and prescribing in the area of prerequisite skills. Diagnosis, prescription, and examples of instructional objectives are given in the second section on the basic school subjects of reading, mathematics, writing, and spelling. Behavioral factors are considered in the third section which describes the PPP behavior profile, the L-J sociometric test, the self appraisal inventory, and the PPP school sentence form. The final section deals with prescription integration in terms of deficit prescription charts, a prescription planning page, and a method and materials chart. (DB)

FILMED FROM BEST AVAILABLE COPY

ED 074673

PRESCRIPTIVE PROFILE PROCEDURE

FOR

CHILDREN WITH LEARNING DISABILITIES

Prepared by

Project Staff

Eleanor Levine, Specialist
Learning Disabilities
Dr. Carol Fineman, Psychologist
Learning Disabilities

EC051669E

ESEA Title VI-B, P.L. 91230
Dorothy L. Ozburn, Project Manager
Exceptional Child Education

Division of Instruction
Dade County Public Schools
Miami, Florida

DADE COUNTY PUBLIC SCHOOLS

Dr. E. L. Whigham
Superintendent of Schools

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

Mr. G. Holmes Braddock, Chairman
Mr. William H. Turner, Vice Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Phyllis Miller
Dr. Ben Sheppard
Mr. William Lehman

TABLE OF CONTENTS

Foreword i

Acknowledgements iii

Introduction v

PPP Format and Procedure vi
PPP Adaptations xi
Meet Johnny Doe xii

Section I - PREREQUISITE SKILLS 1

Prerequisite Skills Test Battery 2

Subtest descriptions 4
Administration and Scoring of the Torrance, Seguin and the PPP Copying Test 17

Recording Data - The PPP Prerequisite Skills Test Summary Sheet 34
Profiling Prerequisite Skills Test Scores 37
Prerequisite Skills Interpretation and Prescription 44
Self Evaluations, Answers and Criteria 48

Section II - BASIC SCHOOL SUBJECTS 71

Reading 73
Mathematics 94
Writing 105
Spelling 115
Self Evaluations, Answers and Criteria 121

Section III - BEHAVIORAL FACTORS 141

The PPP Behavior Profile 142
The L-J Sociometric Test 153
The Self Appraisal Inventory 168
The PPP School Sentence Form 177
Self Evaluations, Answers and Criteria 181

Section IV - PRESCRIPTION INTEGRATION 198

Deficit Prescription Charts 199
The PPP Prescription Planning Page 199
The PPP Method and Materials Chart 205
Self Evaluations, Answers and Criteria 211

Bibliography 218

List of Tests 221

Index 223

FOREWORD

The Learning Disabled child is one who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. This may be manifested in disorders of listening, thinking, reading, writing, spelling, or arithmetic. Learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or environmental disadvantage are not included in the definition.

In the State of Florida approximately one percent of all children in the public schools are considered to be learning disabled. These children require an individualized educational program which incorporates screening, diagnosis, prescription and remediation components. In 1971 the state utilized funds under ESEA Title VI-B to develop model learning disabilities demonstration programs for each of the above components. These were awarded as follows:

Screening	Alachua County
Diagnosis	Volusia County
Prescription	DADE COUNTY (P.P.P.)
Remediation	Pinellas & Escambia Counties

The model prescriptive component is the PRESCRIPTIVE PROFILE PROCEDURE FOR CHILDREN WITH LEARNING DISABILITIES (P.P.P.). Its' goal is to provide teachers with a systematic procedure to "translate" diagnostic findings into an individualized program encompassing strengths and weaknesses in basic school subjects, pre-requisite skills and behavioral factors.

The P.P.P. project incorporates each of the three necessary components in a concise and efficient procedure which can be utilized by all learning disabilities teachers regardless of their training and background in the field. It is intended to eliminate much of the haphazard guesswork that teachers must engage in when they enter a new class with little or no information about each student and yet must formulate valid individualized programs.

During the 1971-72 school year the profiling procedure was developed by project staff utilizing input from 16 sample Dade County learning disabilities teachers and 10 outside consultants (see acknowledgements). These people served in a dual role of being resource persons for input to the document, and evaluators for insuring that the procedure would meet our goals of being:

a) A document that would bridge the gap from diagnosis to remediation and which could be easily used even by teachers new to the area of learning disabilities.

b) A document that would be general enough to provide prescriptive guidelines for all phases of school learning yet specific enough to prescribe for the individual needs of all children with learning disabilities.

During the 1972-73 school year the P P.P will be field-tested and evaluated in Dade County It is intended that the procedure will be easily modified if it becomes apparent that certain aspects of prescription have not been adequately covered by the profile After dissemination to other counties in an experimental edition all comments and suggestions for revision will again be considered in order to improve validity and ease of use.

Special Acknowledgment

Genevieve McGlannan Donlon was a member of the project staff at its initiation. September 1971 until April 1972 at which time she moved to California to become Assistant Director of Park Century School for learning disabled youngsters She was instrumental in conceiving and formulating the basic concepts included in the P.P P. The project staff would like to take this opportunity to acknowledge her aid and assistance in this endeavor,

ACKNOWLEDGEMENTS

Consultants - 1971-72

Miss Anna Jackson
Specialist, Intellectual Disabilities
Dade County Public Schools

Topic: Document Review and Preparation

- - -

Mr. Robert Taddonio
Exceptional Child Psychologist
Dade County Public Schools

Topic: Cross Analysis of Tests, Detroit Tests of Learning Aptitude

- - -

Dr. Gerald Minskoff
Southern Connecticut State College
New Haven, Connecticut

Topic: Language Disabilities

- - -

Dr. Warren Heiss
Montclair State College
Montclair, New Jersey

Topic: Reading Disabilities

- - -

Mrs. Pearl Hornstein
Math Specialist
Dade County Public Schools

Topic: Language of Math

- - -

Dr. Howard Adelman
and
Mrs. Jeane Fryer
University of California
Los Angeles, California

Topic: Personalized Instruction - Interactional Model

- - -

Dr. Phillip Mann
University of Miami
Coral Gables, Florida

Topic: Programming in the Classroom, Prescription Writing

- - -

Mrs. Frances McGlannan and the
McGlannan School Staff
Miami, Florida

Topic: Methods and Materials for Remediation

- - -

Dr. Nicholas Long
Hillcrest Chidren's Center
Washington, D.C.

Topic: Psychodynamic Intervention Techniques

ACKNOWLEDGEMENTS
Cont.

Sample Learning Disabilities Teachers - 1971-72

Area	Teacher		Elementary School	Principal
Northeast	Sarah Parslow	E	Norland	Dr. Robert D. Conk
Northwest	Joan Glassman	E	Bunche Park	Mrs. S. Lambert
	Helen Murray		Scott Lake	Mrs. J. Moore
	Linda Trigg	C	North Hialeah	Mr. Peter Pappalardo
	Mary A. Chandler	C	Twin Lakes	Mrs. Patsy Edwards
North Central	Addie Seniors	C	Ben Franklin	Mr. Gordon Boucher
	Grace Mozo	E	Miami Springs	Mrs. M. Silverman
	Pauline Young	C	Arcola Lake	Mr. Erwin Marshall
	Kathleen Kidd	C	Arcola Lake	Mr. Erwin Marshall
	Evelyn Barnes	E	Miami Shores	Miss Lina Izzo
South Central	Patricia Rockwood	E	West Laboratory	Mrs. Patricia Frost
Southwest	Linda Chadwick	C	Tropical	Mr. Robert Hudson
	Joyce Davis	E	Snapper Creek	Mrs. Irene Koger
	Kay Placek	C	Fairlawn	Mrs. L. Compton
South	Theresa M. Wilson	E	Palmetto	Mr. Alfred Solomon
	Jerome Tepper		Pinecrest	Mrs. Dorothy Isbell

Additional Learning Disabilities Teachers - 1972-73

Northwest	Arthur Skwer	C	Miami Lakes	Miss Marjorie Plummer
	Judy Westbrook	C	Dupuis	Roy S. Williams, Jr.
	Barbara Sigety	E	Miami Gardens	William R. DeVore
	Carolyn Knowles	C	Parkview	Miss Margaret A. Nash
North Central	Mary Stokesberry	E	Van E. Blanton	Mrs. Rosetta Vickers
	Carmen Corpion	E	J. H. Bright	Maurice M. Sullivan
	Barbara Rimel	C	Little River	John H. Gardner
South Central	Ruth Lockhart	E	Auburndale	Stanley Dansky
Southwest	Gladys Spitzer	E	Blue Lakes	Mrs. Dorothy Adside
	Belle Silver	E	Cypress	Charles Gelfo
	Rebecca Morrison	E	Flagami	Mrs. Mozelle Grady
	Susan Rollins	C	F. C. Martin	Mrs. Alma Kenner
	Iris Brown	C	Sylvania Heights	Mrs. Naomi Bonnabel
South	Marilyn Givens	C	BelAire	Miss Rosemary Brady

E - Experimental; C - Control for 1972-73

INTRODUCTION

As a teacher of children with learning disabilities your overall objective is to provide an educational program which will be individualized to meet the specific needs of each child. To meet this objective you must have adequate information about the Pupil; his strengths, weaknesses, educational background, motivations, behavior, etc. You also must have sufficient educational programs and tools to provide the appropriate learning Process for each child. The third requirement is you, the Prescriber, and your ability to match Pupil with Process and to provide the behavioral setting in which learning can take place. The Prescriptive Profile Procedure (PPP) will facilitate the accomplishment of your objective by integrating Pupil, Process and Prescriber.

Prescriptive Profile Procedure

Involves

Pupil	Prerequisite Skills	Basic School Subject Proficiency	Behavioral Factors
Process	Psycho-educational Diagnosis	Structured Program	Motivating Forces
Prescriber	Individualized Prescriptions	Curriculum Prescriptions	Individual and Classroom Management Prescriptions

P.P.P. Format and Procedure

The Pre-Requisite Skill Section

In order to begin use of the P.P.P. all the psychoeducational test information which comprises the basic prerequisite skill test battery must be available. The tests are as follows:

- The Wechsler Intelligence Scale for Children (except for Mazes)
- The Illinois Test of Psycholinguistic Abilities
- The Detroit Tests of Learning Aptitude (eleven sub-tests)
- The Torrance Picture Completion Test
- The Seguin Form Board (Tactual Performance Test)
- The PPP Copying Test

The WISC, and possibly the ITPA, scores should be provided by the school psychologist after testing for placement. The other tests are administered by the teacher. See the Manual, pages 17-32, for complete administration and scoring directions for the Seguin, Torrance and PPP Copying Tests. IMPORTANT: For valid profiling no test data should be more than two years old. The more recent the data, the more accurate the profile.

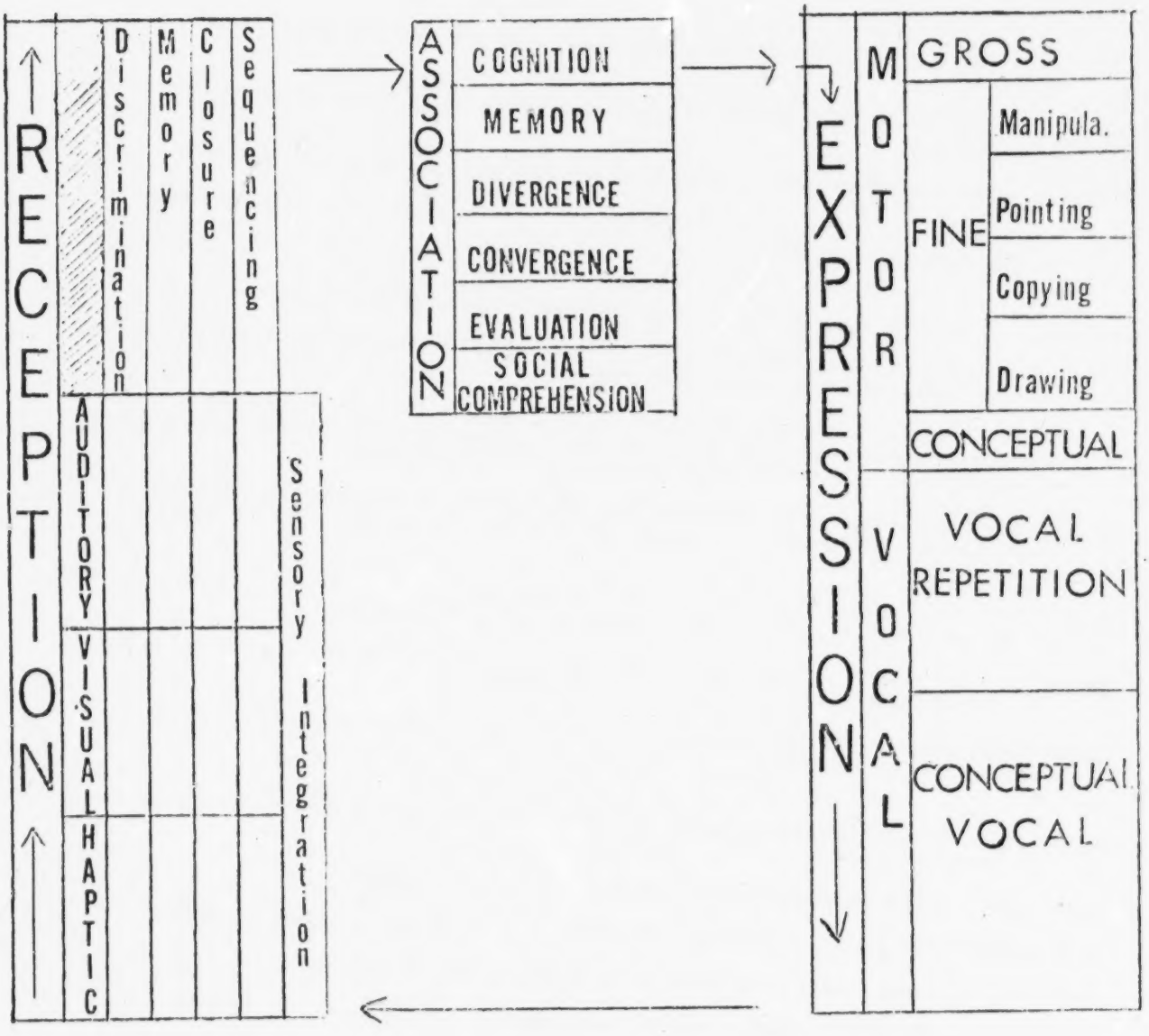
The conceptual framework for the pre-requisite skills profile is the PPP Communication Model on the following page. It was adapted from Kirk's (1971) Clinical Communication Model and is, essentially, an elaboration of the original ITPA model of receptive, associative and expressive processes.

Test scores relevant to each process and level are plotted according to a point system on the pre-requiste skill worksheets. The child's basic receptive, associative and expressive integrities are then profiled on the summary sheet. The teacher is also provided with information as to sub-test task demands for in-depth prescription and correlation with task demands in the basic school subjects.

The Basic School Subjects Section

The next step in the PPP is to evaluate the functioning of the child in reading, mathematics and arithmetic, spelling and writing. Standardized tests, informal tests, and original tests may be used in each subject area to provide the basic profile. The teacher utilizes her knowledge of the child's pre-requisite strengths and weaknesses along with the subject area information to determine appropriate methods and materials to meet the child's needs.

'PPP' COMMUNICATION MODEL



GLOSSARY

FOR USE WITH THE PPP COMMUNICATION MODEL

RECEPTION - Recognition and/or understanding of what is taken in through the senses. The major sensory channels are AUDITORY - sense of hearing, VISUAL - sense of sight, and HAPTIC, which includes the sense of movement (Kinesthetic) and the sense of touch (Tactile)

DISCRIMINATION - ability to indicate whether two stimuli (auditory, visual, haptic) are the same or different.

MEMORY - the ability to recall within seconds stimuli presented auditorially, visually or haptically.

CLOSURE - the ability to identify stimuli (auditory, visual, haptic) from incomplete or distorted information.

SEQUENCING - the ability to reproduce and/or recognize stimuli presented sequentially.

SENSORY INTEGRATION - the ability to process multiple stimuli which are being transmitted through different modalities.

ASSOCIATION - eduction of relationships from what is, or has been, heard, seen or felt.

COGNITION - awareness; the immediate discovery, rediscovery, or recognition of information in various forms. Comprehension or understanding.

MEMORY - the retention or storage, with some degree of availability, of information in the same form in which it was admitted to storage and in connection with the same cues with which it was learned. (In the PPP referred to as ASSOCIATIVE MEMORY).

DIVERGENCE - the generation of information where the emphasis is upon variety and quantity of input from the same source. It leads away from the specific to a creative form of production.

CONVERGENCE - those skills which emphasize the accurate assimilation of facts, ideas, relationships, contrasts or similarities. Drawing necessary conclusions.

EVALUATION - the process of comparing a product of information with known and logical criteria, reaching a decision concerning criterion satisfaction.

SOCIAL COMPREHENSION - the utilization of practical judgement and common sense based on experiential background.

EXPRESSION - the use of skills necessary to express ideas verbally (VOCAL) or by gesture or movement (MOTOR).

GROSS MOTOR - skills involving natural movements, balance and rhythm.

MANIPULATION - the ability to work with the hands to move, adjust, or place objects.

POINTING - the simple skill to indicate a choice by touching or gesturing.

COPYING - the ability to utilize a writing instrument in reproducing visual stimuli.

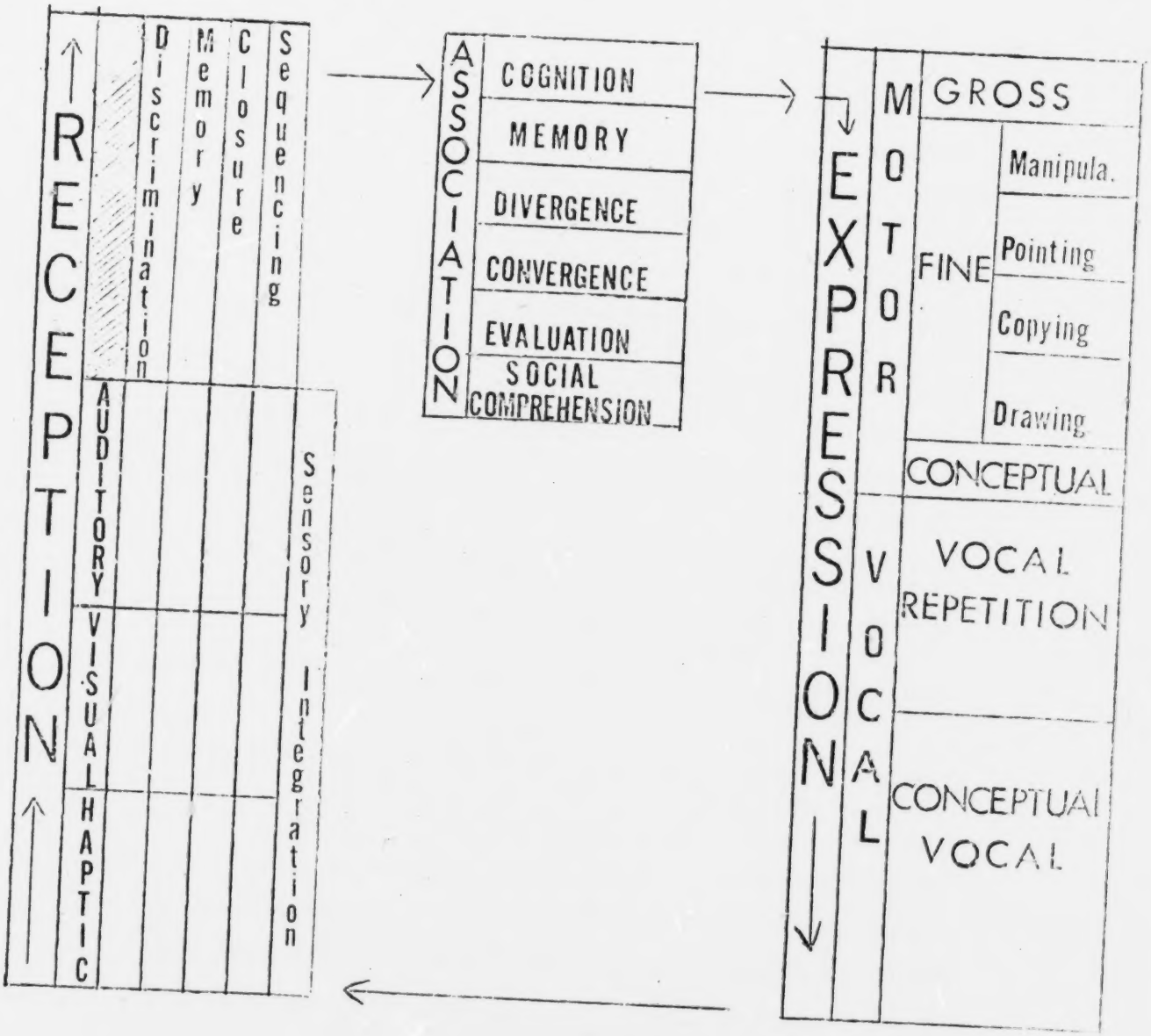
DRAWING - the ability to utilize a writing instrument in creating a visual pattern without a sample to be copied. Encompasses both lines and pictures.

CONCEPTUAL MOTOR - the ability to express ideas motorically.

VOCAL REPETITION - the ability to mimic, pronounce, blend and articulate.

CONCEPTUAL VOCAL - the ability to express ideas vocally. Includes labelling, describing, defining.

'PPP' COMMUNICATION MODEL



GLOSSARY

FOR USE WITH THE PPP COMMUNICATION MODEL

RECEPTION - Recognition and/or understanding of what is taken in through the senses. The major sensory channels are AUDITORY - sense of hearing, VISUAL - sense of sight, and HAPTIC, which includes the sense of movement (Kinesthetic) and the sense of touch (Tactile)

DISCRIMINATION - ability to indicate whether two stimuli (auditory, visual, haptic) are the same or different.

MEMORY - the ability to recall within seconds stimuli presented auditorially, visually or haptically.

CLOSURE - the ability to identify stimuli (auditory, visual, haptic) from incomplete or distorted information.

SEQUENCING - the ability to reproduce and/or recognize stimuli presented sequentially.

SENSORY INTEGRATION - the ability to process multiple stimuli which are being transmitted through different modalities.

ASSOCIATION - eduction of relationships from what is, or has been, heard, seen or felt.

COGNITION - awareness; the immediate discovery, rediscovery, or recognition of information in various forms. Comprehension or understanding.

MEMORY - the retention or storage, with some degree of availability, of information in the same form in which it was admitted to storage and in connection with the same cues with which it was learned. (In the PPP referred to as ASSOCIATIVE MEMORY).

DIVERGENCE - the generation of information where the emphasis is upon variety and quantity of input from the same source. It leads away from the specific to a creative form of production.

CONVERGENCE - those skills which emphasize the accurate assimilation of facts, ideas, relationships, contrasts or similarities. Drawing necessary conclusions.

EVALUATION - the process of comparing a product of information with known and logical criteria, reaching a decision concerning criterion satisfaction.

SOCIAL COMPREHENSION - the utilization of practical judgement and common sense based on experiential background.

EXPRESSION - the use of skills necessary to express ideas verbally (VOCAL) or by gesture or movement (MOTOR).

GROSS MOTOR - skills involving natural movements, balance and rhythm.

MANIPULATION - the ability to work with the hands to move, adjust, or place objects.

POINTING - the simple skill to indicate a choice by touching or gesturing.

COPYING - the ability to utilize a writing instrument in reproducing visual stimuli.

DRAWING - the ability to utilize a writing instrument in creating a visual pattern without a sample to be copied. Encompasses both lines and pictures.

VOCAL REPETITION - the ability to mimic, pronounce, blend and articulate.

CONCEPTUAL VOCAL - the ability to express ideas vocally. Includes labelling, describing, defining.

The Behavioral Factors Section

The teacher observes the child's behavior and fills in the PPP Behavior Profile which analyzes behavioral problems in terms of their classroom correlates. She may also utilize the L-J Sociometric Test to assess group factors within the class, the PPP classroom Behavior Rating Scale, and a self-completion personality inventory. This information is used in conjunction with that gained in the other two sections for a complete classroom program.

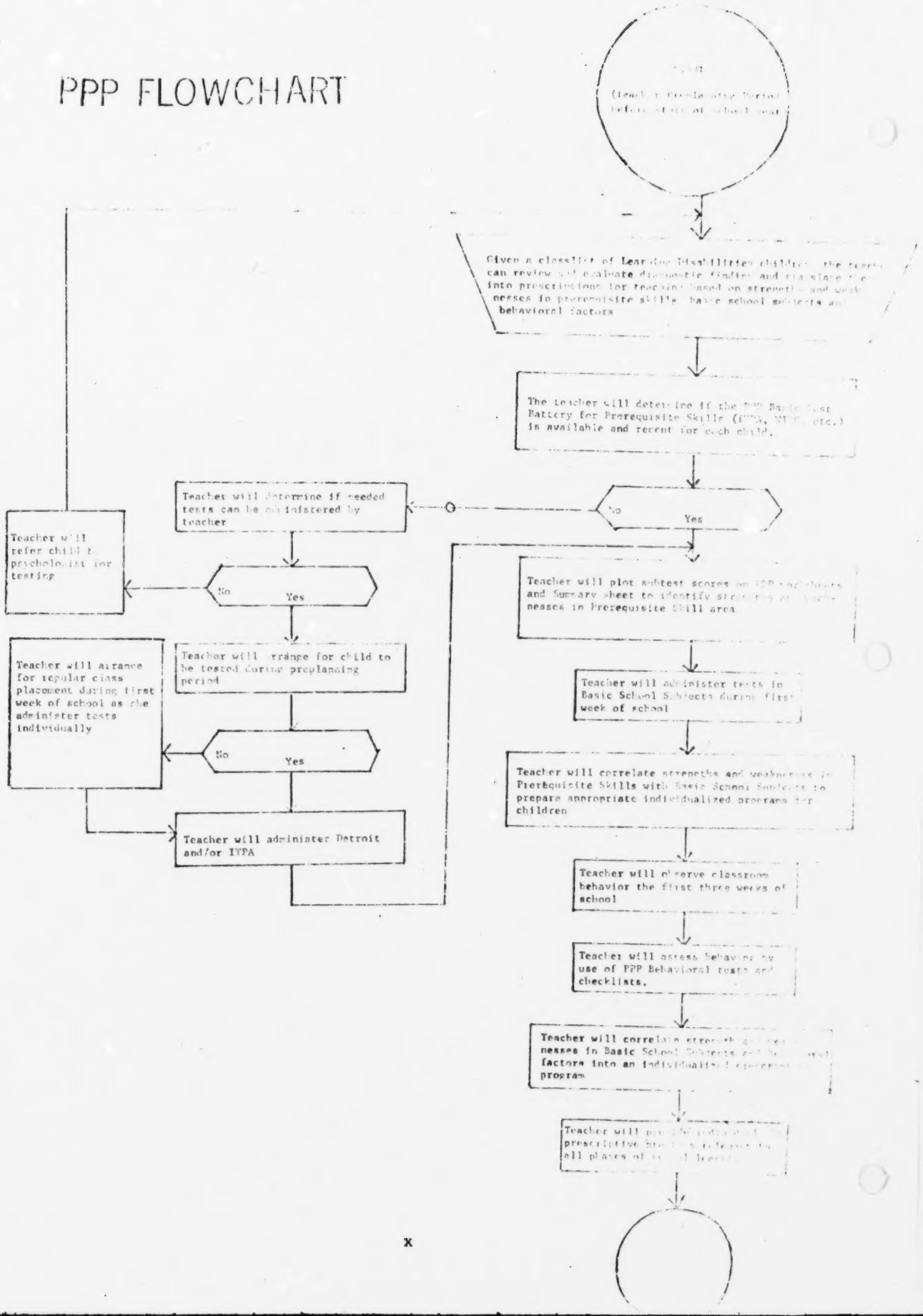
The Prescription Integration Section

The teacher integrates her prescriptions for each child and for the class as a whole, into a comprehensive educational plan. She analyzes the task demands of available methods and materials to determine their most appropriate classroom usage.

Flowchart

The flowchart on page x, should be followed for optimum utilization of teacher time and the PPP materials.

PPP FLOWCHART


Given a classlist of Learning Disabilities children, the teacher can review and evaluate diagnostic findings and synthesize them into prescriptions for teaching based on strengths and weaknesses in prerequisite skills, basic school subjects and behavioral factors
The teacher will determine if the PPP Basic Test Battery for Prerequisite Skills (ITPA, WISC, etc.) is available and recent for each child.
No
Yes
Teacher will determine if needed tests can be administered by teacher
Teacher will refer child to psychologist for testing
No
Yes
Teacher will arrange for regular class placement during first week of school as she administer tests individually
Teacher will arrange for child to be tested during preplanning period
No
Yes
Teacher will administer Detroit and/or ITPA
Teacher will plot subtest scores on ITPA profile sheets and Summary sheet to identify strengths and weaknesses in Prerequisite Skill area
Teacher will administer tests in Basic School Subjects during first week of school
Teacher will correlate strengths and weaknesses in Prerequisite Skills with Basic School Subjects to prepare appropriate individualized programs for children
Teacher will observe classroom behavior the first three weeks of school
Teacher will assess behavior by use of PPP Behavioral tests and checklists.
Teacher will correlate strengths and weaknesses in Basic School Subjects and Behavioral factors into an individualized prescriptive program
Teacher will provide individualized prescriptive programs relevant to all phases of special learning

Time of Administration

As was seen on the PPP Flowchart, the procedure is intended for use at the start of the school year to plan an individualized program for each child. This avoids the usual multi-monthly "getting-to-know-him" period in which only a haphazard program can be provided.

It is true, however, that some children enter the L.D. program in the middle of the year. The teacher may also not obtain the PPP until after the school year has started. In these cases it is a matter of "better late than never". Even when the PPP has been utilized at the start of the year it should be updated with new information throughout the school term. Behavioral changes, new skills and abilities, and new test information will keep the teacher modifying the profile as the child progresses.

Totality of Administration

The PPP is designed to function as a whole. It is, however, true that the teacher, psychologist or other school personnel may find some of the originally designed tools useful in research, screening, etc. All of these tools are being standardized on normal as well as L.D. populations so that they may be validly used in these separate functions.

Incomplete Test Information

The PPP prerequisite skill profile is standardized using specific subtest scores. When one of the three formal tests (ITPA, WISC, Detroit) is unavailable, in whole or in part, it will be necessary to use substitute data.

In the future the project staff will be developing a substitute list from the basic PPP battery and other sources.

Use of the PPP in Non-L.D. Populations

While individual instruments are being standardized for general populations, the PPP as a whole is intended for learning disability classes solely. The staff feels that its use in certain instances with classes for the emotionally disturbed or educable mentally retarded may be appropriate but, at the present time, its validity for these classes is not being assessed. Since individualized instruction is a goal for all children, the PPP format may provide a guideline for all special education categories and for general education as well.

MEET JOHNNY DOE

Look, Look, Look

See Johnny Doe.

Johnny Doe is slow

very, very, slow.

Johnny cannot read.

Johnny will not add.

Johnny's getting sad.

His behavior's getting bad.

What can we do

To help poor Johnny through?

Use the PPP

A guide for SLD

Johnny Doe is a healthy, eight year old boy. He has been attending school for three years. Having failed to learn to read, he repeated his first year and is now in the second grade. He has been having remedial reading lessons with the special reading teacher for two years with little or no progress.

At the end of the last school year Johnny's regular classroom teacher referred him to the school psychologist for disruptive behavior. She claimed he talked out of turn, stayed out of his seat, and did not follow directions or complete assignments. The psychologist's verdict was that Johnny has high average intellect but has Specific Learning Disabilities which were severe enough for him to be placed in a self-contained Learning Disabilities class.

Johnny's new teacher is experienced in prescriptive teaching. We will follow her through the PPP as she determines the program best suited to his needs. The first step is to make an analysis of Johnny's strengths and weaknesses in Prerequisite Skills . . . .

SECTION I - PREREQUISITE SKILLS

Competency Statement

The teacher can review and evaluate diagnostic data and develop prescriptions for teaching based on strengths and weaknesses in the prerequisite skills area.

Behavioral Objectives:

1. Given PPP subtest descriptions, the teacher will identify subtest examples according to task demands and pupil characteristics with 90% accuracy.

Evaluation # 1-5 Pages 48-49 Answers (63)

2. Given completed Seguin, Torrance and PPP Copying Tests and scoring criteria, the teacher will score these tests with 95% accurancy.

Evaluation # 6-8 Pages 49-52 (63-64)

3. Given the PPP rating scale and scores for the PPP test battery, the teacher will complete the PPP worksheets and summary sheet with 100% accuracy.

Evaluation # 9-11 Pages 53-59 (64-69)

4. Given completed PPP prerequisite skills summary sheets, the teacher will identify areas of strengths and weaknesses with 100% accuracy.

Evaluation # 12-13 Pages 53-59 (65)

5. Given completed PPP prerequisite skills worksheet, the teacher will identify and interpret discrepancies with 90% accuracy.

Evaluation # 14-15 Pages 60-61 (65, 70)

6. Given completed PPP pre-requisite skills worksheets and summary sheet, the teacher will identify appropriate prescriptions with 90% accuracy.

Evaluation # 16 Pages 62 (70)

THE P.P.P. PRE-REQUISITE SKILLS TEST BATTERY

Miss Poppins, the learning disabilities teacher, looked over the cumulative records of her class during the planning period at the start of the school year.

Several of her students had WISC and ITPA data that was more than two years old and which could not be used in PPP profiling. Other children had not had the ITPA, or had missing sub-tests on the WISC. The names of these students were sent to the school psychologist so that this testing might be done.

In Johnny's case, Miss Poppins had recent WISC and ITPA scores to work with, since the school psychologist had administered these tests to him the previous May. Johnny's scores were as follows:

WISC Verbal I.Q. 96 Performance I.Q. 129 Full Scale I.Q. 113

Information	13	Picture Completion	14
Comprehension	10	Picture Arrangement	13
Arithmetic	5	Block Design	15
Similarities	10	Object Assembly	16
Vocabulary	12	Coding	13
Digit Span	6		

ITPA

Auditory Reception	36	Auditory Memory	22
Auditory Association	32	Grammatic Closure	38
Verbal Expression	40	Visual Memory	32
Visual Reception	48	Visual Clsoure	42
Visual Association	46	Auditory Closure	26
Manual Expression	50	Sound Blending	28

During the first week of school Miss Poppins staggered her enrollment so that she could have time to obtain needed test information. The individual testing sessions helped her to get an impression of each child as well as allowing her to complete the PPP Test Battery. Miss Poppins administered the Detroit to Johnny. His scores were as follows:

DETROIT

	Mental Age
Auditory Attention Span for Unrelated Words (AASUW)	4^{6}
Auditory Attention Span for Related Syllables (AASRS)	4^{3}
Oral Commissions	6^{0}
Visual Attention Span for Objects (VASO)	6^{3}
Visual Attention Span for Letters (VASL)	9^{9}
Memory for Designs	11^{0}
Oral Directions	6^{3}
Motor Speed and Precision	10^{9}
Orientation	11^{0}
Social Adjustment	7^{6}
Pictorial Absurdities	9^{6}

Miss Poppins got a certain amount of information from just looking at the scores on each test. She first noted that Johnny's performance I.Q. was quite a bit higher than his verbal I.Q. Knowing that the mean or "average" scaled score on the WISC was 10, she could see that Johnny performed poorer than average on the arithmetic and digit span sub-tests but average or above-average on the others.

Likewise, since 36 is the mean or "average" scaled score on the ITPA, Miss Poppins could tell which of these sub-tests were above or below average. Johnny's age at the time of the Detroit administration was 8 years and 0 months so it could easily be determined in which sub-tests he achieved a mental age above or below his chronological one.

Just having the name of a sub-test that a child does well or poorly on does not really give the teacher much useful information. It is necessary to understand what the sub-test measures; see an example or two of the performance required; and, most importantly, have a breakdown of the task demands. Miss Poppins refreshed her memory by re-reading the PPP Sub-Test Descriptions on pages 4-16. At times she referred to the test data of individual children to start formulating her ideas of some of their problem areas.

W.I.S.C. INFORMATION

MEASURES - range of information acquired both in the home and at school. It requires associative thinking and general comprehension of facts.

EXAMPLES -

How many days in a week?

Where is Chile?

TASK DEMAND

Focus auditory attention.

Hear and comprehend question.

Have the background information available through past experience.

Recall the information.

Have the necessary vocabulary.

Make a vocal response.

SCORED ON

AUDITORY DISCRIMINATION

ASSOCIATIVE MEMORY

ALSO DEPENDS ON

Cognition

Conceptual-Vocal

W.I.S.C. COMPREHENSION

MEASURES - practical information and a general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

EXAMPLES -

What is the thing to do when you cut your finger?

Why should a promise be kept?

TASK DEMAND

Focus auditory attention.

Hear and comprehend question.

Have familiarity with the social situation involved, through past experience.

Have "middle-class" values and experience.

Use judgement and commen sense.

Think of multiple answers or reasons.

Make a complex vocal response.

SCORED ON

SOCIAL COMPREHENSION

CONCEPTUAL-VOCAL

ALSO DEPENDS ON

Auditory Discrimination

Cognition

Associative Memory

Divergence

W.I.S.C. ARITHMETIC

MEASURES - the child's ability to solve arithmetic word problems which are figured mentally without the aid of pencil or paper. It shows practical knowledge of computational facts and concepts.

EXAMPLES -

If I cut an apple in half, how many pieces will I have?

A workman earned $36; he was paid $4 a day. How many days did he work?

TASK DEMAND

Focus auditory attention.

Hear and comprehend question.

Retain auditory information.

Have necessary computational facts and concepts.

Translate word problem into correct numerical operation.

Sustain concentration.

Solve problem mentally.

Make a vocal response within time limit.

SCORED ON

AUDITORY MEMORY

ASSOCIATIVE MEMORY

ALSO DEPENDS ON

Auditory Discrimination

Sensory Integration(Block Problems)

Cognition

Conceptual-Vocal

W.I.S.C. SIMILARITIES

MEASURES - both abstract and concrete reasoning abilities and the ability to form verbal concepts.

EXAMPLES -

In what way are a plum and a peach alike?

In what way are salt and water alike?

TASK DEMAND

Focus auditory attention.

Hear and comprehend question.

Have the necessary vocabulary.

Understand the concept of "alike" or sameness.

Have conceptual ability.

Make a vocal response.

SCORED ON

CONVERGENCE

ALSO DEPENDS ON

Auditory Discrimination

Auditory Memory

Cognition

Associative Memory

Conceptual-Vocal

W.I.S.C. VOCABULARY

MEASURES - the child's verbal resources and reflects his level of education and culture. It evaluates his ability to understand words and his general range of ideas and information.

EXAMPLES -

What does brave mean?

What is a microscope?

TASK DEMAND

Focus auditory attention.

Hear and comprehend the question.

Have past experience with the word.

Translate the word into a mental picture of the object or concept.

Be able to describe the object or concept.

Make a complex vocal response.

SCORED ON

COGNITION

CONCEPTUAL-VOCAL

ALSO DEPENDS ON

Auditory Discrimination

Associative Memory

W.I.S.C. DIGIT SPAN

MEASURES - rote sequential memory for digits, as well as mental manipulation and concentration.

EXAMPLES -

3,8,9,1,7,4, (forwards)

4,1,3,5,7, (backwards)

TASK DEMAND

Focus auditory attention.

Hear the digits.

Remember the digits.

Note the sequential order.

Remember the sequential order.

Understand the concept of "backwards".

Synthesize and reverse the digits.

Retain digits until reversed.

Make a vocal response.

SCORED ON

AUDITORY MEMORY

ALSO DEPENDS ON

Auditory Discrimination

Auditory Sequencing

Vocal Repetition

W.I.S.C. PICTURE COMP.

MEASURES - perceptual and conceptual ability, the ability to visualize essential from non-essential detail, and long term visual memory.

EXAMPLES -
Identify missing part of incomplete pictures such as:
Eyebrow of face.
Hinge on door.

TASK DEMAND
Hear and comprehend instructions.
Focus visual attention.
Understand concept of "missing".
Recognize objects.
Discriminate details.
Visualize "completed" objects.
Sustain concentration.
Determine essential missing part.
Make vocal response (can be aided by pointing).

SCORED ON
VISUAL DISCRIMINATION

ALSO DEPENDS ON
Visual Closure
Cognition
Associative Memory

W.I.S.C. PICT. ARRANGE.

MEASURES - the ability to see a total situation based on visual comprehension, temporal sequence, and "social intelligence".

EXAMPLES -
Place pictures showing the following into the correct sequence: 1) a fire engine coming 2) firemen putting out the fire 3) fire starts 4) boy plays with matches.

TASK DEMAND
Hear and comprehend instructions.
Focus visual attention.
Achieve concept from demonstration.
Visually discriminate details of pictures.
Reconstruct situations.
Visualize temporal sequence.
Place pictures motorically.
Do above within time limits.
(extra speed earns additional points)

SCORED ON
VISUAL DISCRIMINATION
VISUAL SEQUENCING
SENSORY INTEGRATION
EVALUATION

ALSO DEPENDS ON
Cognition
Associative Memory
Social Comprehension
Manipulation

W.I.S.C. BLOCK DESIGN

MEASURES - the ability to perceive, analyze, synthesize and reproduce abstract designs. It involves visuo-motor coordination plus sustained concentration.

EXAMPLES -
Copy bi-color geometric patterns using four or nine blocks whose sides are either solid color or divided into two colors diagonally.

TASK DEMAND
Hear and comprehend instructions.
Focus visual attention.
Achieve concept from demonstration.
Analyze design pattern.
Retain visual image of design.
Achieve concept of bi-color block usage.
Visualize individual blocks within the total design.
Have adequate eye-hand coordination.
Place blocks motorically.
Evaluate product for correctness.
Do above within time limits.
(extra speed earns additional points)

SCORED ON
VISUAL CLOSURE
CONVERGENCE
EVALUATION
MANIPULATION

ALSO DEPENDS ON
Visual Discrimination
Cognition

W.I.S.C. OBJ. ASSEMBLY

MEASURES - visual-motor coordination, synthesis of concrete forms, spatial orientation, and flexibility in working toward a goal.

EXAMPLES -

Puzzle assembly tasks: a) manikin
b) horse
c) face
d) car

TASK DEMAND

Hear and comprehend instructions.
Focus visual attention.
Visually perceive puzzle pieces.
Recognize whole from the parts (ie. This will be a face, etc.)
Have adequate body imagery.
Have visual image of horse and car.
Sustain concentration.
Have adequate eye-hand coordination.
Make motoric response.
Evaluate product and have flexibility to modify if necessary.
Do above within time limits.
(extra speed earns additional points)

SCORED ON

VISUAL CLOSURE
COGNITION
MANIPULATION

ALSO DEPENDS ON

Visual Discrimination
Associative Memory
Convergence
Evaluation

W.I.S.C. CODING

MEASURES - nonverbal organization and memory. Requires association of symbols, psychomotor speed, visual-motor dexterity, and flexibility in new learning situations.

EXAMPLES -

The numbers one through nine are each associated with a simple design. Child must copy the appropriate design beneath each number in a random series.

TASK DEMAND

Hear and comprehend instructions.
Focus visual attention.
Perceive and discriminate the numbers and designs.
Recognize the numbers.
Achieve concept from demonstration.
Remember number/symbol combinations.
Sustain concentration.
Have adequate eye-hand coordination.
Have adequate pencil manipulation skills.
Make motoric (drawing) response.
Combine speed and accuracy as score equals the number done correctly within time limit.

SCORED ON

VISUAL MEMORY
ASSOCIATIVE MEMORY
COPYING

ALSO DEPENDS ON

Visual Discrimination

I.T.P.A. AUD. RECEPT.

MEASURES - The ability to comprehend the spoken word.

EXAMPLES -

Do ponies shave?

Do brides dream?

TASK DEMAND

Focus auditory attention.

Hear and comprehend question.

Have the necessary vocabulary.

Relate the noun to the verb.

Make simple "yes-no" vocal response.

SCORED ON

AUDITORY DISCRIMINATION

ALSO DEPENDS ON

Cognition

Associative Memory

I.T.P.A. AUDITORY CLOS.

MEASURES - the ability to perceive a whole word when only some of it is heard.

EXAMPLES -

What am I talking about?

Sunshi/ (Sunshine)

Auto/o/ile (Automobile)

TASK DEMAND

Focus auditory attention.

Hear word components.

Have the necessary vocabulary.

Recognize word from given components.

Make vocal response (complete word).

SCORED ON

AUDITORY CLOSURE

VOCAL REPETITION

ALSO DEPENDS ON

Auditory Discrimination

I.T.P.A. AUD. SEQUEN. ME

MEASURES - the retention span for digits and the ability to correctly repeat a sequence of auditory symbols.

EXAMPLES -

Listen- say 2733

Listen- say 3619277

TASK DEMAND

Focus auditory attention.

Hear the digits.

Remember the digits.

Note the sequential order.

Remember the sequential order.

Make a vocal response.

SCORED ON

AUDITORY SEQUENCING

ALSO DEPENDS ON

Auditory Discrimination

Auditory Memory

Vocal Repetition

I.T.P.A. VISUAL RECEPT.

MEASURES - the ability to gain meaning from visual symbols. It requires comprehension of pictures based upon common concepts.

EXAMPLES -

See this? (picture of wall pencil sharpener) Find one here-(out of set consisting of crayon, pencil, pocket pencil sharpener, wall can opener).

TASK DEMAND

Hear and comprehend instructions.
Focus visual attention.
Achieve concept from demonstration.
Recognize the sample picture.
Comprehend the essential character of all pictures.
Associate concept or function with visual cue.
Remember the sample.
Discriminate between visual stimuli.
Make a motoric (pointing) response.

SCORED ON

VISUAL DISCRIMINATION
POINTING

ALSO DEPENDS ON

Cognition
Associative Memory
Convergence
Social Comprehension

I.T.P.A. VISUAL CLOSURE

MEASURES - the ability to recognize a complete object from an incomplete visual presentation. It involves visual discrimination and perceptual interpretation.

EXAMPLES -

Child must point to all of the fish imbedded in an underwater scene, all the bottles imbedded in a party scene, etc.

TASK DEMAND

Hear and comprehend instructions.
Focus visual attention.
Achieve concept from demonstration.
Have visual concept of fish, bottles, etc.
Retain image of the stimulus object.
Recognize the whole from the part.
Make motoric (pointing) response.
Do above within time limit.

SCORED ON

VISUAL CLOSURE
POINTING

ALSO DEPENDS ON

Visual Discrimination

I.T.P.A. VIS.SEQUEN.ME

MEASURES - the ability to correctly reproduce a sequence of unrelated visual symbols. It involves visual reception and visual-motor expression.

EXAMPLES -

Reproduce series of geometric designs from memory, using design clips.

TASK DEMAND

Hear and comprehend instructions.
Focus visual attention.
Achieve concept from demonstration.
Perceive and discriminate the designs.
Remember the designs.
Note the sequential order.
Remember the sequential order.
Make motoric (manipulative) response.
(some children name the designs and remember the sequence vocally).

SCORED ON

VISUAL SEQUENCING
MANIPULATION

ALSO DEPENDS ON

Visual Discrimination
Visual Memory

I.T.P.A. AUD. ASSOC.

MEASURES - The ability to organize and relate spoken words in a meaningful way. Requires the production of analogies or opposites.

EXAMPLES -

During the day we're awake, at night we're_____.

Desks have drawers, pants have _____.

TASK DEMAND

Focus auditory attention.
Hear and comprehend sentence stem.
Have the necessary vocabulary.
Understand concept of verbal analogies.
Identify the critical relationship.
Recall the appropriate answer.
Make a vocal response.

SCORED ON

AUDITORY CLOSURE
DIVERGENCE

ALSO DEPENDS ON

Auditory Discrimination
Cognition
Associative Memory
Conceptual Vocal

I.T.P.A. VIS. ASSOC.

MEASURES - The ability to organize and relate concepts presented visually. Requires the formation of analogies.

EXAMPLES -

What goes with this?(astronaut) Choose from pictures of a plane, parachute, space capsule, or helicopter.

TASK DEMAND

Hear and comprehend question.
Focus visual attention.
Achieve concept from demonstration.
Recognize pictures.
Achieve the desired analogy.
Recognize the essential relationship.
Make a motoric (pointing) response.

SCORED ON

COGNITION
CONVERGENCE
POINTING

ALSO DEPENDS ON

Visual Discrimination
Sensory Integration
Associative Memory

I.T.P.A. GRAMMATIC CLOS.

MEASURES - the ability to automatically use the often repeated expressions of standard speech.

EXAMPLES -

Here is a man, here are two_____.

There is milk in this glass, it is a glass_____.

(pictures accompany the questions)

TASK DEMAND

Focus auditory attention.
Hear and comprehend sentence stem.
Perceive and comprehend visual cues.
Have the required language pattern through past experience.
Associate the appropriate language to the verbal and visual cues.
Make a vocal response.

SCORED ON

AUDITORY CLOSURE
SENSORY INTEGRATION

ALSO DEPENDS ON

Auditory Discrimination
Visual Discrimination
Conceptual Vocal

I.T.P.A. VERBAL EXPRESS.

MEASURES - The ability to express ideas in spoken words. It involves vocabulary, command of language, and experience at describing.

EXAMPLES -

Describe the following objects-

Ball, Block, Envelope, Button.

Child is presented with the objects and must tell all he can about them.

TASK DEMAND

See and feel object.

Recognize object.

Have familiarity with the object through past experience.

Gain concept, through demonstration, of all the scorable dimensions (label, color, composition, function, major parts, etc.)

Remember the dimensions.

Have the necessary vocabulary.

Make a complex vocal response.

SCORED ON

TACTILE

DIVERGENCE

EVALUATION

CONCEPTUAL-VOCAL

ALSO DEPENDS ON

Visual Discrimination

Sensory Integration

Cognition

Associative Memory

I.T.P.A. MANUAL EXPRESS.

MEASURES - the ability to express ideas through gestures.

EXAMPLES -

Show me what we do with a:

Pencil Sharpener.

Guitar.

Stethescope.

TASK DEMAND

See picture and/or hear the name of object.

Recognize object.

Have familiarity with the object through past experience.

Gain concept, through demonstration, that he should demonstrate the use of the object manually.

Have the coordinated use of the arms and hands.

Make a motoric response.

SCORED ON

GROSS MOTOR

CONCEPTUAL-MOTOR

ALSO DEPENDS ON

Visual Discrimination

Auditory Discrimination

Sensory Integration

Cognition

Associative Memory

I.T.P.A. SOUND BLENDING

MEASURES - the ability to synthesize the seperate sounds of a word and produce the integrated whole word.

EXAMPLES -

c-ow

b-a-b-ie-s

t-a-p-i-k

TASK DEMAND

Focus auditory attention.

Hear word parts.

Have the necessary vocabulary.

Blend sounds to form whole words.

Make a vocal response.

SCORED ON

AUDITORY DISCRIMINATION

VOCAL REPETITION

ALSO DEPENDS ON

Auditory Closure

DETROIT A.A.S.U.W.

MEASURES - Immediate rote memory for words and the ability to correctly repeat an unrelated sequence of auditory symbols.

EXAMPLES -

pen, girl, cow

stone, blot, freeze, door, cut, white

TASK DEMAND

Focus auditory attention.

Hear and discriminate the words.

Remember the words.

Note the sequential order.

Remember the sequential order.

Make a vocal response.

SCORED ON

AUDITORY MEMORY

ALSO DEPENDS ON

Auditory Discrimination

Auditory Sequencing

Vocal Repetition

DETROIT A.A.S.R.S.

MEASURES - Immediate rote memory for sentences and the ability to correctly repeat a meaningful sequence of auditory symbols.

EXAMPLES -

Green leaves come on the trees in early spring.

My sister, Mary, has a pretty new doll which shuts its eyes and goes to sleep.

TASK DEMAND

Focus auditory attention.

Hear and dicriminate the words.

Comprehend the sentence.

Note the sequential order.

Utilize sentence meaning as an aid to remember words and sequential order.

Remember the sentence.

Make a vocal response.

SCORED ON

AUDITORY SEQUENCING

VOCAL REPETITION

ALSO DEPENDS ON

Auditory Discrimination

Auditory Memory

Cognition

DETROIT ORAL COMMISSIONS

MEASURES - Auditory attention and retention and the ability to follow directions involving gross motoric responses.

EXAMPLES -

Walk to the door; then bring me that book.

Bring me that piece of paper; then close the door; then stand on this line.

TASK DEMAND

Focus auditory attention.

Hear and comprehend the commissions.

Remember the commissions.

Note the sequential order.

Remember the sequential order.

Have ability to walk and use hands.

Translate auditory directions into the corresponding motoric acts.

Coordinate visual and kinesthetic cues.

Make a motoric (gross motor) response.

SCORED ON

KINESTHETIC

GROSS MOTOR

CONCEPTUAL-MOTOR

ALSO DEPENDS ON

Auditory Discrimination

Auditory Sequencing

Auditory Memory

Visual Discrimination

Sensory Interration

Cognition

DETROIT V.A.S.O.

MEASURES - Immediate recall of an unrelated sequence of visual symbols. It involves visual reception and vocal expression. Sequential order is not required.

EXAMPLES -

Pictures of:

tree, pail, star

bed, dress, sun, house, box, train

TASK DEMAND

Focus visual attention.

Hear and comprehend instructions.

Perceive and discriminate objects.

Recognize the objects.

"Name" the objects from the visual cue.

Remember the objects(visually or vocally)

Note the sequential order.

Remember the sequential order. (not required but an aid to memory).

Make vocal response.

SCORED ON

VISUAL MEMORY

ALSO DEPENDS ON

Visual Discrimination

Visual Sequencing

Cognition

Vocal Repetition

DETROIT V.A.S.L.

MEASURES - recognition and recall of an unrelated sequence of visually presented letters. It involves visual reception and vocal expression. Sequential order is required.

EXAMPLES -

R, Z, F, S,

V, Q, S, J, D, C, H,

TASK DEMAND

Focus visual attention.

Hear and comprehend instructions.

Perceive and discriminate letters.

Recognize the letters.

" Name" the letters from the visual cue

Remember the letters (visually or vocally)

Note the sequential order.

Remember the sequential order.

Make vocal response.

SCORED ON

VISUAL SEQUENCING

ALSO DEPENDS ON

Visual Discrimination

Visual Memory

Vocal Repetition

DETROIT MEM.FOR DESIGNS

MEASURES - ability to copy designs both with visual cues and from memory. Involves visual and auditory reception and motor expression.

EXAMPLES -

Copy a diamond.

Add to design to make it look like sample (from memory).

Draw design from memory.

TASK DEMAND

Focus visual attention.

Hear and comprehend instructions.

Perceive designs.

Analyze the designs as to shape,etc.

Remember the design.

Have adequate eye-hand coordination.

Have adequate pencil skills.

Make motoric (drawing) response.

SCORED ON

VISUAL MEMORY

COPYING

ALSO DEPENDS ON

Visual Discrimination

Visual Closure

Evaluation

DETROIT ORAL DIRECTIONS

MEANING - the integration of visual and auditory cues, the ability to retain and follow complex directions, and eye-hand coordination.

EXAMPLES -

Draw a line from the thimble to the star that will go down under the comb and up over the hammer.

Items also involve numbers, letters, etc.

TASK DEMAND

Focus auditory attention.

Hear and comprehend directions.

Focus visual attention.(pace very "busy")

See and discriminate visual cues.

Remember the instructions.

Recognize the visual stimuli.

Associate verbal directions to the visual stimuli.

Have number ability.

Understand such terms as bottom, over, cross out, first, triangle, etc. as well as letters and numbers.

Have adequate eye-hand coordination.

Make motoric (drawing) response.

SCORED ON

AUDITORY SEQUENCING

SENSORY INTEGRATION

DRAWING

CONCEPTUAL MOTOR

ALSO DEPENDS ON

Auditory Memory

Visual Discrimination

Cognition

DETROIT MOTOR SPEED/PREC.

MEANING - fine visual motor coordination and speed. No memory is required but pencil skills are necessary.

EXAMPLES -

Draw an X within each of a series of progressively smaller circles. The number of Xs correctly drawn in the time limit is the score.

TASK DEMAND

Focus visual attention.

Perceive circles.

Understand the concept of staying "inside" the circle.

Coordinate visual and kinesthetic cues.

Have adequate pencil skills.

Sustain visual concentration.

Have adequate muscular stamina.

Make motoric (drawing) response.

SCORED ON

KINESTHETIC

DRAWING

ALSO DEPENDS ON

Visual Discrimination

DETROIT ORIENTATION

MEANING - practical information, judgement, and time and space relationships.

EXAMPLES -

Can you touch the moon?

What state do you live in?

If you stood with your face toward the door what would be to your right?

TASK DEMAND

Focus auditory attention.

Hear and comprehend questions.

See and comprehend visual cues.

Have background information available through past experience.

Recall the information.

Have the necessary vocabulary.

Have laterality and directionality.

Be aware of body parts.

Have knowledge of time factors.

Make verbal response.

Make motoric (gross motor) responses.

SCORED ON

KINESTHETIC

GROSS MOTOR

ALSO DEPENDS ON

Auditory Discrimination

Sensory Integration

Cognition

Associative Memory

Conceptual-Motor

Conceptual-Vocal

DETROIT SOCIAL ADJ. A.

[illegible] - practical information and general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

EXAMPLES

What is the thing for you to do if:

You break a school window?

The team that is playing against you wins the game?

TASK DEMAND

Focus auditory attention.

Hear and comprehend question.

Have familiarity with the social situation involved, through past experience.

Have "middle class" values and experience.

Use judgement and common sense.

Make a complex vocal response.

SCORED ON

SOCIAL COMPREHENSION

ALSO DEPENDS ON

Auditory Discrimination

Cognition

Associative Memory

Conceptual-Vocal

DETROIT PICT. ABSURD.

[illegible] - visual attention and discrimination of essential from non-essential details. It requires reasoning, comprehension and verbal fluency.

EXAMPLES

Tell what is silly about pictures such as:

Child pushing mother in baby carriage.

Coat on backwards, buttons in back.

Man reading upside-down paper.

TASK DEMAND

Focus visual attention.

Hear and comprehend instructions.

Have familiarity with the situations involved, through past experience.

Discriminate details of the picture.

Recall "correct" visual image from memory.

Select detail which is incorrect.

Make a complex vocal response.

SCORED ON

SOCIAL COMPREHENSION

ALSO DEPENDS ON

Visual Discrimination

Visual Closure

Cognition

Associative Memory

Conceptual-Vocal

SEGUIN FORM BOARD

MEASURES - the ability to identify and place objects using only tactile cues (Seguin A) and tactile memory and kinesthetic imagery (Seguin B). See pages 26 - 28 for administration.

EXAMPLES -

Place geometric shapes into holes, while blindfolded, with one and two hands (A).

Draw the board (with blindfold off) placing shapes from memory (B).

TASK DEMAND A

Focus haptic attention.

Feel the blocks and board.

Identify block and hole shapes by touch.

Pair blocks with same shaped hole.

Remember location of hole shapes.

Make motoric (manipulative) response.

Transfer learning to other hand.

Utilize two hands in coordinated manner.

TASK DEMAND B

Retain haptic image of hole locations.

Retain haptic image of hole shapes.

Have adequate pencil skills.

Make motoric (drawing) response.

SCORED ON

TACTILE (A)

TACTILE (B)

ALSO DEPENDS ON

Cognition

Convergence

Manipulation

Drawing

TORRANCE PICTURE CONSTR.

MEASURES - creative thinking and production. It requires the ability to develop a unique idea from a simple stimuli and the drawing skill to produce it. See pages 17-25 for administration.

EXAMPLES -

Complete ambiguous shapes to make as unique drawings as possible. The drawings are embellished and titled.

TASK DEMAND

Focus visual attention.

Hear and comprehend the instructions.

Understand the concept of "unusual" or different.

Develop a visual idea utilizing the ambiguous stimulus.

Utilize divergent thinking in subject matter and title.

Have adequate eye-hand coordination.

Have adequate pencil skills.

Make motoric (drawing) response.

SCORED ON

DIVERGENCE

DRAWING

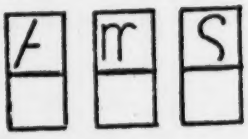
ALSO DEPENDS ON

Cognition

PPP COPYING TEST

MEASURES - the ability to copy partial letters and numerals in both straight and curved lines. No memory is involved. See pages 29-33 for administration.

EXAMPLES -



TASK DEMAND

Focus visual attention.

Hear and comprehend the instructions.

Discriminate lines.

Have adequate eye-hand coordination.

Have adequate pencil skills.

Have laterality and directionality.

Make motoric (copying) response.

SCORED ON

COPYING

ALSO DEPENDS ON

Visual Discrimination

Administration and Scoring Procedures for the Torrance, Seguin and P.P.P. Copying Tests

There were three additional tests which Miss Poppins administered to each child in her class to complete their pre-requisite skills profile:

1. The Torrance Picture Completion Test (Torrance 1966). This test is referred to in the PPP as Torrance "Picture Construction", to differentiate it from the Picture Completion sub-test of the WISC. Administration and scoring procedures are found on pages 17-25.

2. The Seguin Form Board Tactual Performance Test (Eigenbrod, 1968). This test is the PPP revision of the classic haptic test for brain injury. The board and testing procedure are identical but timing, directions, and scoring have been modified for classroom use. Administration and scoring procedures are found on pages 26-28.

3. The PPP Copying Test. This instrument has been designed by project staff especially for use in the PPP. It meets the need for an untimed copying test, involving no memory, which directly relates to writing skills. Administration and scoring procedures are found on pages 29-33.

Torrance Picture Making

Administration. The Torrance may be administered to an individual child or to the class as a whole. The teacher reads the directions on the top of the test booklet, aloud, to the class. As an example, the teacher may draw a circle on the blackboard and ask several children what picture they would make from it. The idea of making drawings which are different from what classmates will think of, is emphasized.

After the test sheets are given out there is a time limit of 10 minutes in which the drawings may be done. The test is collected at the end of this time. When children are too young to write in their own titles the teacher should go from child to child when the drawing time is up to ask for the titles and write them in. Older children will provide their own titles within the 10 minute limit although the teacher may help with spelling if requested.

When giving the Torrance to an entire class the teacher should circulate to assure that the children are not able to copy pictures, and to encourage concentration on the tasks.

Scoring. One point is given for each figure that the child completes within the ten minute time limit. To be considered a completion there must be some amount of drawing added to the stimulus and there must be a meaningful title for the drawing (titles may be written by teacher as seen in the administration section).

Next, the creativity of the drawings is assessed using the scoring method contained below. Zero points are given for certain responses which are common (given by 5% or more of the standardization population). One point is given for certain responses that were given by between 2 and 5% of the population. Two points are given for creative responses that are not included on the lists. Both the drawing and the title must be taken into account in choosing the most appropriate category and scoring.

The creativity points for each figure are added together and recorded as the "score" on the test sheet. The total of completion points and creativity points equals the Total Score on the Torrance Picture Making Test.

Scoring Guidelines for Each Figure:

FIGURE 1

Zero points (5% or more of responses)

Abstract design without meaningful title
Bird
Face or head
Heart (includes valentine)
Man (earth), includes boy

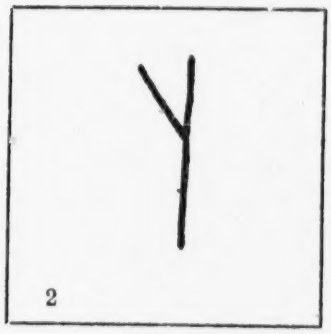
One point (2% to 4.99%)

Apple(s)
Cloud
Eyebrows
Glasses, eye
Girl or woman
Lips, mouth
Man (Mars, etc.)
Monster

Two points (less than 2% of responses)

Other responses showing creative strength.

FIGURE 2



Zero points (5% or more of responses)

Abstract design without meaningful title
Slingshot
Trees

One point (2% to 4.99%)

Face (human)
Flower
Girl
House
Man (boy)
Woman (girl)
Word (symbol, number, letter, etc.)

Two points (less than 2% of responses)

Other responses showing creative strength.

FIGURE 3

Zero points (5% or more of responses)

Abstract design without meaningful title
Face(s)

One point (2% to 4.99%)

Animal (face or total)
Bow and arrow
Boy (man)
Girl (woman)
Man (boy, including stick men)
Moon
Sliding board
Sound waves

Two points (less than 2% of responses)

Other responses showing creative strength.

FIGURE 4

Zero points (5% or more of responses)

Abstract design without meaningful title
Animal (unspecified)
Face
Man's face
Snail

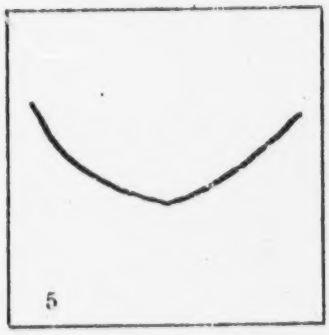
One point (2% to 4.99%)

Body (man)
Cat
Duck
Fish
Girl (woman)
Hair
Man
Monster (ghost, etc.)
Nose
Snake
Water (waves, pool, etc.)
Worm

Two points (less than 2% of responses)

Other responses requiring creative strength.

FIGURE 5



Zero points (5% or more of responses)

Abstract design without meaningful title
Boat (or hull)
Boat (sail)
Bowl
Circle
Face or head

One point (2% to 4.99%)

Egg(s)
Hammock
Mountains
Mouth
Smile (lips)
Valley
Water (stream, pool, lake, wave, etc.)

Two points (less than 2% of responses)

Other responses requiring creative strength.

FIGURE 6

Zero points (5% or more of responses)

Abstract design without meaningful title
Face
Lightning
Steps (staircase)

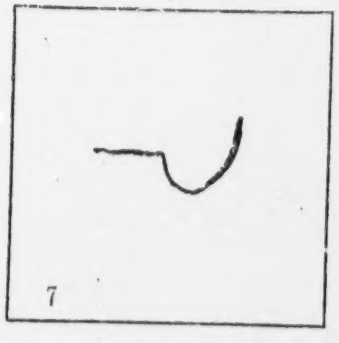
One point (2% to 4.99%)

Chair
Girl (woman)
Man (boy)
Man skating
Tree

Two points (less than 2% of responses)

Other responses requiring creative strength.

FIGURE 7



Zero points (5% or more of responses)

Abstract design without meaningful title
Carriage (buggy)
Question mark(s)
Snake

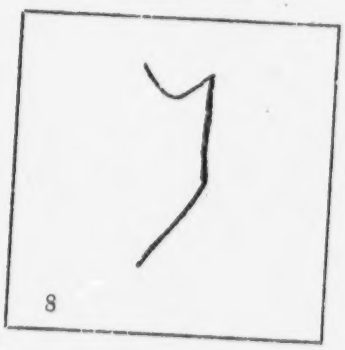
One point (2% to 4.99%)

Auto (car)
Body (human)
Dipper
Face
Hook
Key
Pipe (smoker's)
Sickle
Spoon, dipper
Word (letter, symbol, number)

Two points (less than 2% of responses)

Other responses requiring creative strength.

FIGURE 8



Zero points (5% or more of responses)

Abstract design without meaningful title
Man (head and body)
Man, men (stick)

One point (2% to 4.99%)

Dress
Face
Girl
Monster (ghost)
Shield (medieval, etc.)
Tree

Two points (less than 2% of responses)

Other responses requiring creative strength.

FIGURE 9

Zero points (5% or more of responses)

Abstract design without meaningful title
Mountain(s)
Nun
Owl
Rabbit
Rocket

One point (2% to 4.99%)

Cat
Dog, dog face
Face
Man
Volcano
Word (number, symbol, letters)

Two points (less than 2% of responses)

Other responses requiring creative strength.

FIGURE 10

Zero points (5% or more of responses)

Abstract design without meaningful title
Anteater
Duck
Face (human)
Face (mouth and nose only)
Tree(s)

One point (2% to 4.99%)

Angel
Bird
Dog
Figure (human)
Girl
Nose (part of face)
Woody Woodpecker

Two points (less than 2% of responses)

Other responses showing creative strength.

Johnny Doe's Torrance. Miss Poppins administered the Torrance to Johnny Doe. His pictures are shown on the following pages.

Johnny completed all of the figures so received full credit of 10 for completions.

Figure 1 received 1 point since "monster" is listed under one point in the scoring guidelines.

Figure 2 received 2 points. If Johnny had made a plain peace sign he would have received 1 point for "word, symbol."

Figure 3 received 2 points. This is a very creative and unusual response.

Figure 4 received 2 points.

Figure 5 received 2 points.

Figure 6 received 2 points - another very creative response.

Figure 7 received 2 points. This is a very well elaborated tank. If Johnny had produced a car he would have received 1 point; or a carriage, 0 points.

Figure 8 received 2 points.

Figure 9 recieved 0 points (mountains).

Figure 10 received 0 points (tree).

Johnny's creativity score is figured:

1, 2, 2, 2, 2, 2, 2, 2, 0, 0, = 15

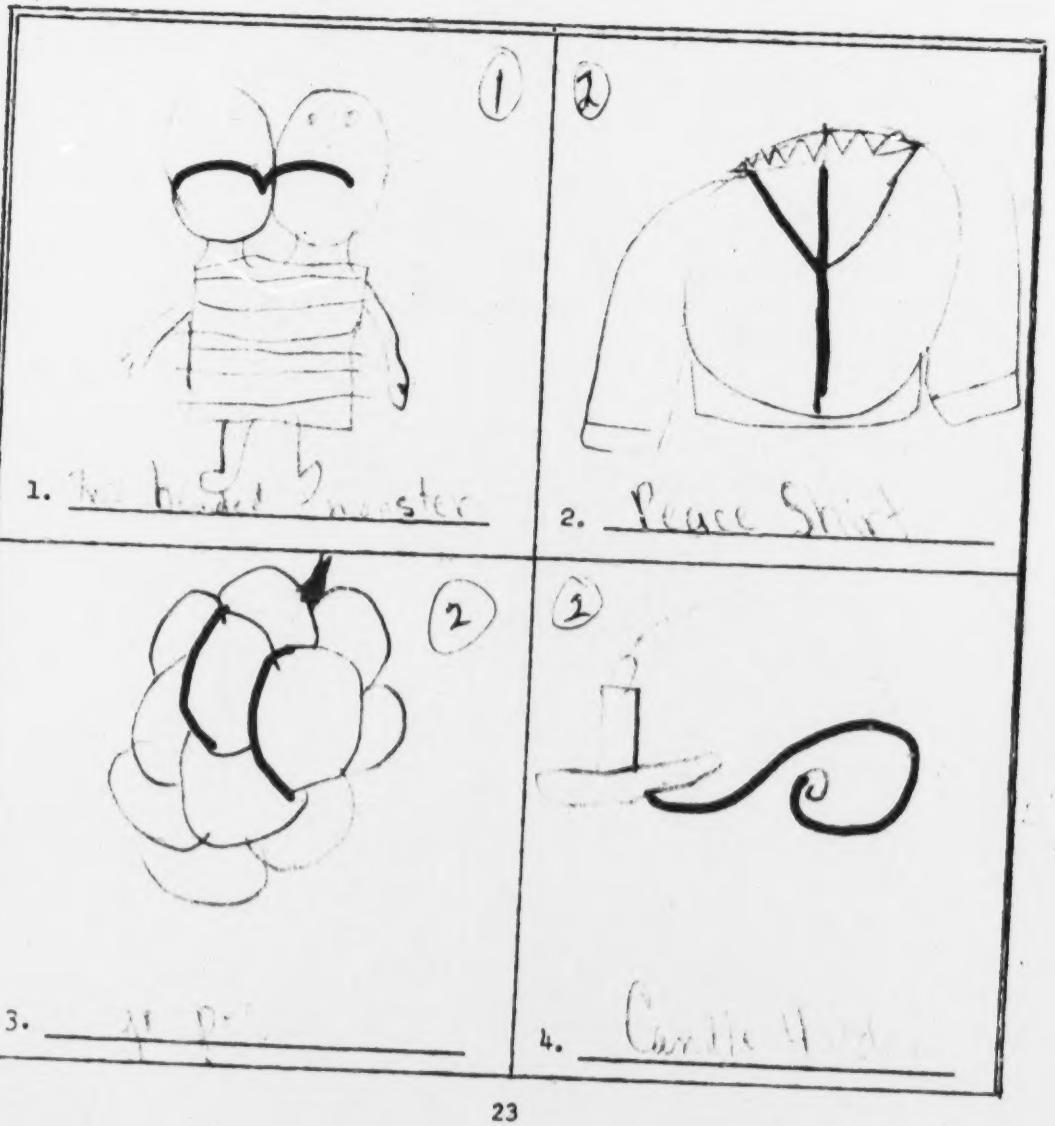
The 10 points for completions is added to this 15, for a Torrance total of 25.

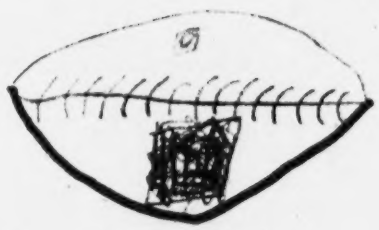
TORRANCE PICTURE MAKING

NAME JOHNNY DOE Age 8 Date 9/12/72

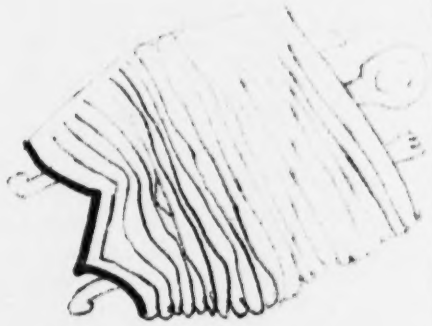
Completions 10 Score 15 Total 25

By adding lines to the incomplete figures on this and the next page, you can sketch some interesting objects or pictures. Try to think of some picture or object that no one else will think of. Try to make it tell as complete and as interesting a story as you can by adding to and building up your first idea. Make up an interesting title for each of your drawings and write it at the bottom of each block next to the number of the figure.



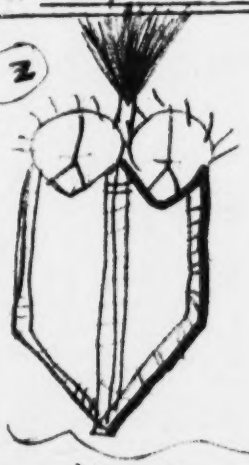


5. Football

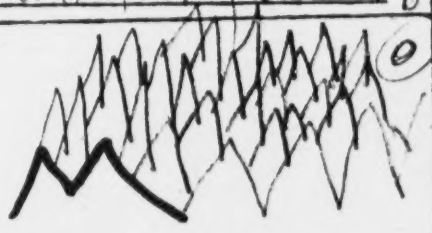


6. A person under a blan

7. Tank Being Blown up to



8. Heated Swim

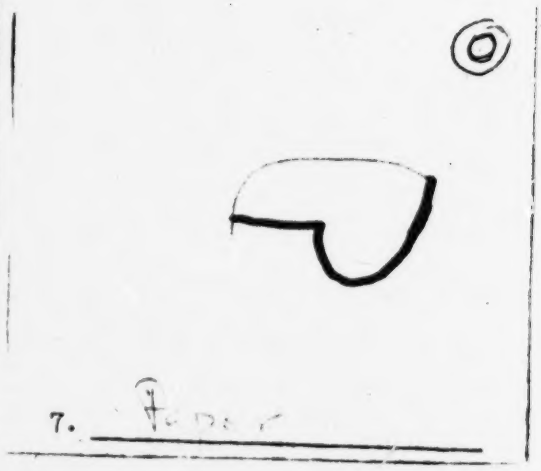


9. Mountains

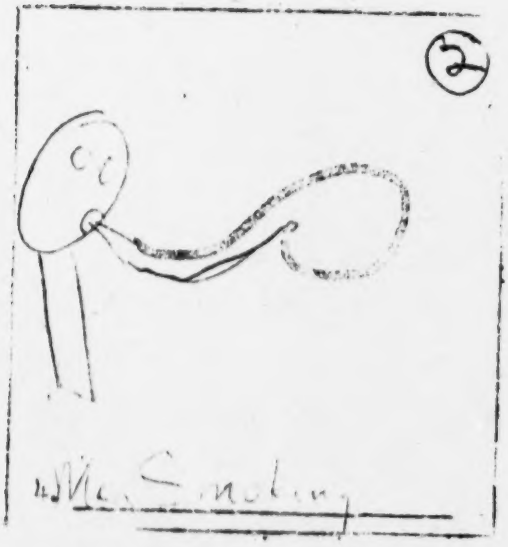
10. Christmas Tree

Other Scoring Examples from Miss Poppins' Class:

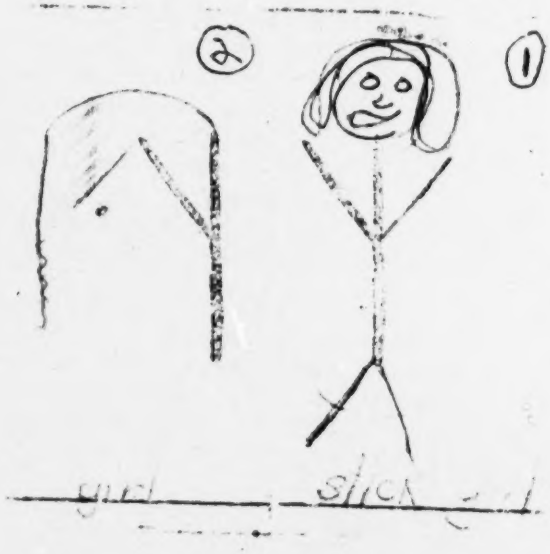
No points for completion since the stimulus is not **incorporated into** the drawing. Without completion no points can be allocated for creativity.



This receives credit for completion since the lines incorporate the stimulus and there is a meaningful title. No creativity points since the drawing is ambiguous and has no meaning in spite of the title.



The stimulus here is used as a "pipe" and receives 2 points. It is not scored as a "man" for zero points.



The stick girl is scored 1 point for "girl". However, the stimulus in the first picture is actually used as a "braid" and can receive 2 points.

The Seguin Form Board (Tactual Performance Test)

Administration. The teacher tells the student that they are going to play the "blind-fold game". The child is blindfolded and seated at a table that has a good working height for him.

The board is uncovered and placed on the table with the circle at the top. The blocks are removed and placed randomly in a line between the child and the board.

The child will place the blocks into the board three times. The first time is with his preferred hand (previously determined), the second with the other hand, and the third with both hands. The following directions are for the preferred hand and are essentially the same for the other two times.

a) Teacher takes the child's preferred hand and runs it along the outside of the board and briefly over the surface saying, "Here is a board with some different shaped holes in it - it goes from here to here."

b) Teacher runs the child's preferred hand briefly over all the blocks and says, "Here are the blocks in front of the board - they go from here to here. Let's see how quickly you can fit all the blocks into the right holes using just this hand. Keep your other hand on your lap. O.K? GO."

c) Teacher starts timing and when all the blocks are placed, the time is recorded. If the blocks are not all placed in five minutes, the task is stopped and the number of blocks placed is recorded.

d) Teacher removes blocks from board and replaces them in a line in front of the board. She takes the other hand (or both hands in the third administration) and runs it over the board and blocks, and the procedure is repeated. The board is covered after the three administrations and then the child's blindfold is removed. He is given a pencil and a sheet of white paper and told, "Pretend that this paper is the board you were putting the blocks in. Draw what you think the board looks like. Try to remember as many blocks as you can and draw them in the right places on the board".

The teacher records the number of blocks that the child has remembered, accepting any drawing that is close enough for her to recognize the block that is designated. This is the Memory Score. She records the number that are placed in approximately the correct location on the board. This is the Localization Score. The PPP Seguin Memory and Localization Sheet may be used to record this data.

Scoring. Seguin A SCORE

Completion Time	Complete in 4-5 minutes or stopped at 5 minutes	Complete in 3 min.30 sec. - 4 min.	Complete in 3 min. - 3 min.29 sec.	Complete in less than 3 min.
Administration 1 Preferred Hand	1 pt. for each block placed	11 points	12 points	13 points
Administration 2 Other Hand	1 pt. for each block placed	11 points	12 points	13 points
Administration 3 Both Hands	1 pt. for each block placed	11 points	12 points	13 points

Total points for all three administrations = A SCORE

*Add 5 points to total for children 5 years old for A SCORE

*Add 3 points to total for 6 year olds

A child who places 8 blocks by five minutes with his preferred hand, completes in 4 minutes 30 seconds with his other hand and completes in 3 minutes 30 seconds with both hands would receive 8, 10, 11, for a total of 29. This total is the A SCORE for children who are seven and older. If this child were six, his total A SCORE would be 32.

Seguin B SCORE: The memory and Localization Scores are added together to equal the B SCORE for children who are seven years of age and older. Two points are added for five year olds and one point is added for six year olds. If a five year old draws 6 blocks and has 4 in the correct location, his B SCORE would be 6, 4, 2, for a total of 12. A nine year old having the same memory and localization scores would have a total of 10.

Johnny Doe's Seguin. Miss Poppins administered the Seguin to Johnny (age 8) and recorded the following scores:

Right hand (preferred) Complete in $3\frac{25}{}$ = 12 points

Left hand Complete in $3\frac{10}{}$ = 12 points

Both hands Complete in $2\frac{58}{}$ = 13 points

A Total = 37

Miss Poppins recorded Johnny's Memory and Localization performance on the Seguin Memory and Localization Sheet on the following page. She put one check for each remembered block and another check if it was placed in the correct location.

Johnny's Memory score was 9

His Localization score was 7

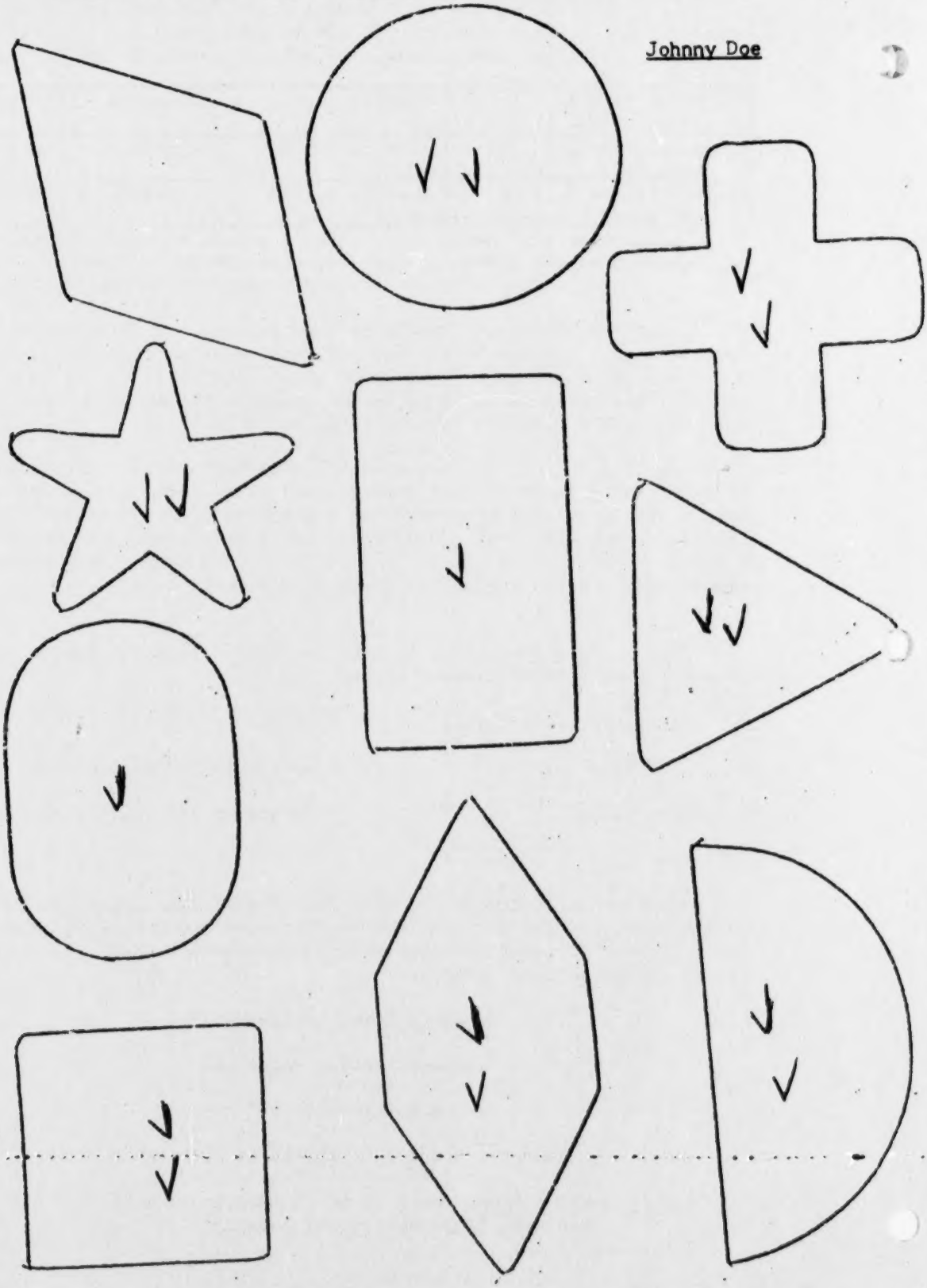
B Total = 16

What would Johnny's A and B SCORES be if he were 6?

ANSWER - His A SCORE would be 40 (3 additional points). His B SCORE would be 17 (1 additional point).

SEGUIN MEMORY & LOCALIZATION SHEET-PPP

Johnny Doe

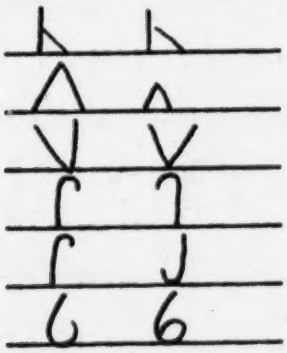


PPP Copying Test

Administration. This test can be administered individually or to an entire class. The child and/or teacher are to fill in the information at the top of the test. The child is then directed to put his finger on the first row of straight lines that are to be copies. He is instructed to copy the figures in the empty space provided beneath the figures exactly as he sees them. Teacher says pointing: "This one here, this one here" and so on to the end of the row. The same procedure is used for the second and the last row to be copied, if necessary. There is no time limit for this test.

Scoring. In order to establish appropriate cut-off points, the PPP Copying Test was standardized on one hundred and fifty elementary school children, ages 5-12, including 45 children with specific learning disabilities.

Two points are given for each figure that is an accurate replica of the given form. One point is given for slight variation and zero points for complete discrepancies. Some examples might be:



1 point - (slightly disconnected)

1 point - (size)

0 point - (disoriented)

0 point - (reversal)

0 point - (inversion)

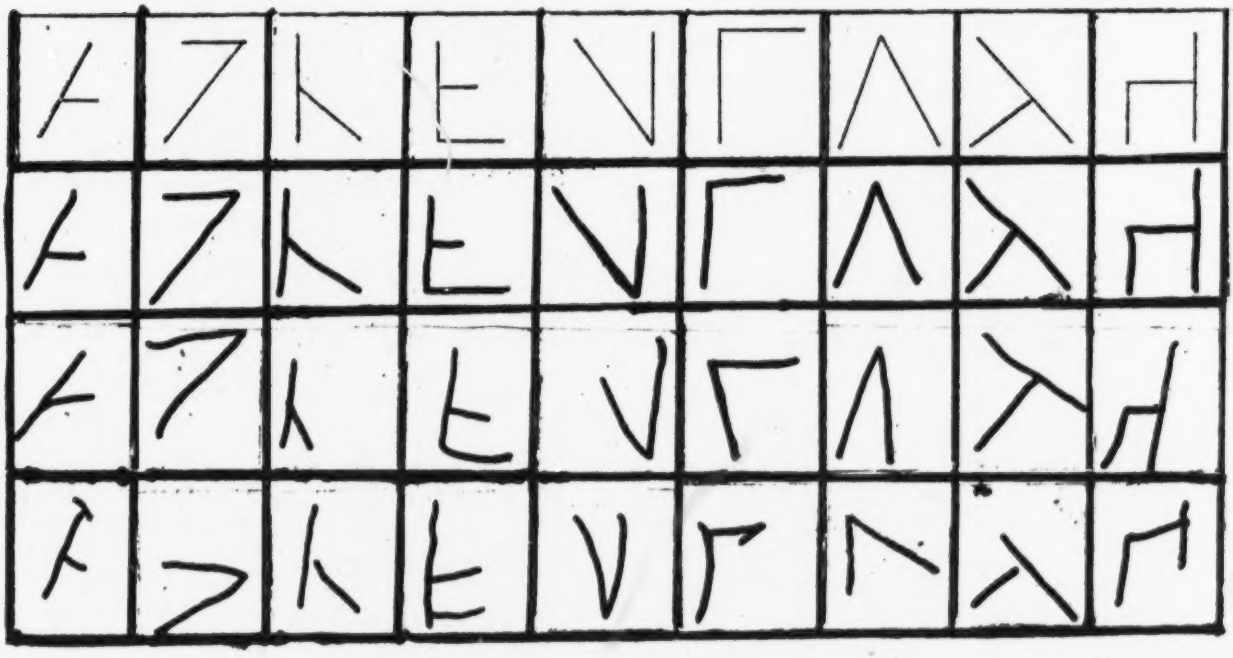
0 point - (completion)

A more complete Scoring Model follows on pages 30 to 31.

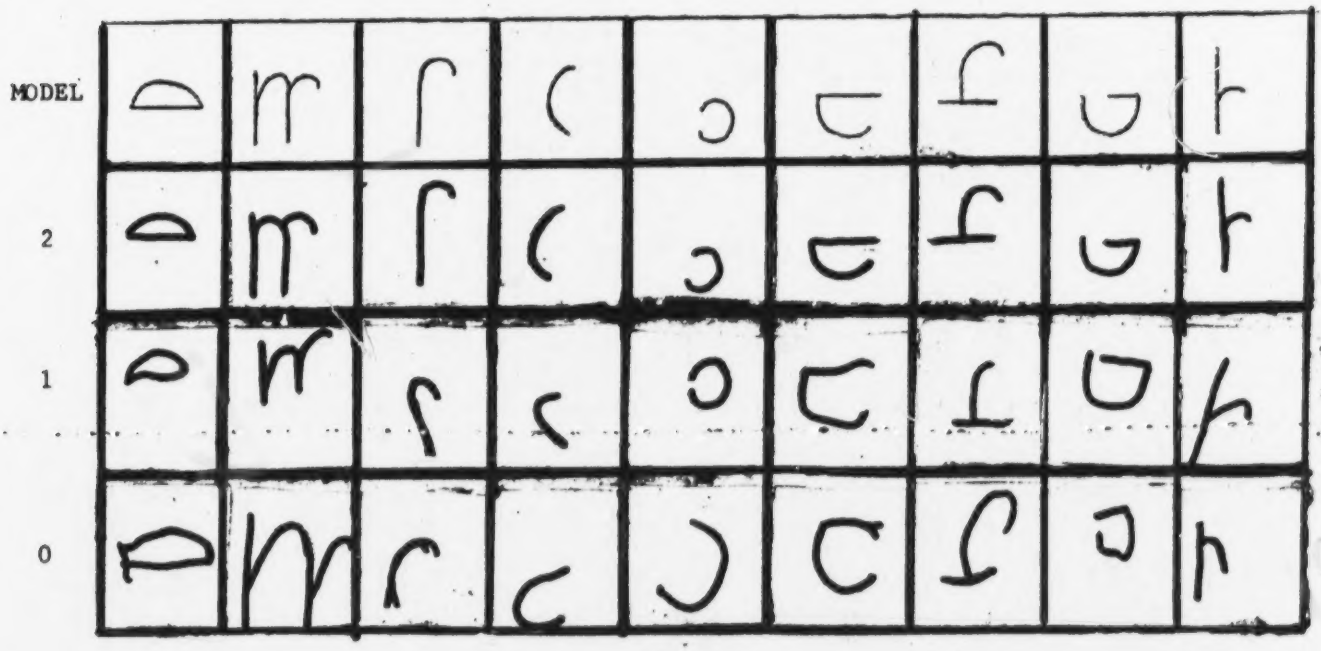
Special allowance must be given for inadequate eye-hand coordination in younger children (8 years old and younger) when scoring. An example for a 5½ year old is shown on page 31. In addition to the special scoring, five points are added to the total score if the child is five years old. Three points are added to the total score for children who are six years old.

PPP COPYING TEST SCORING MODEL

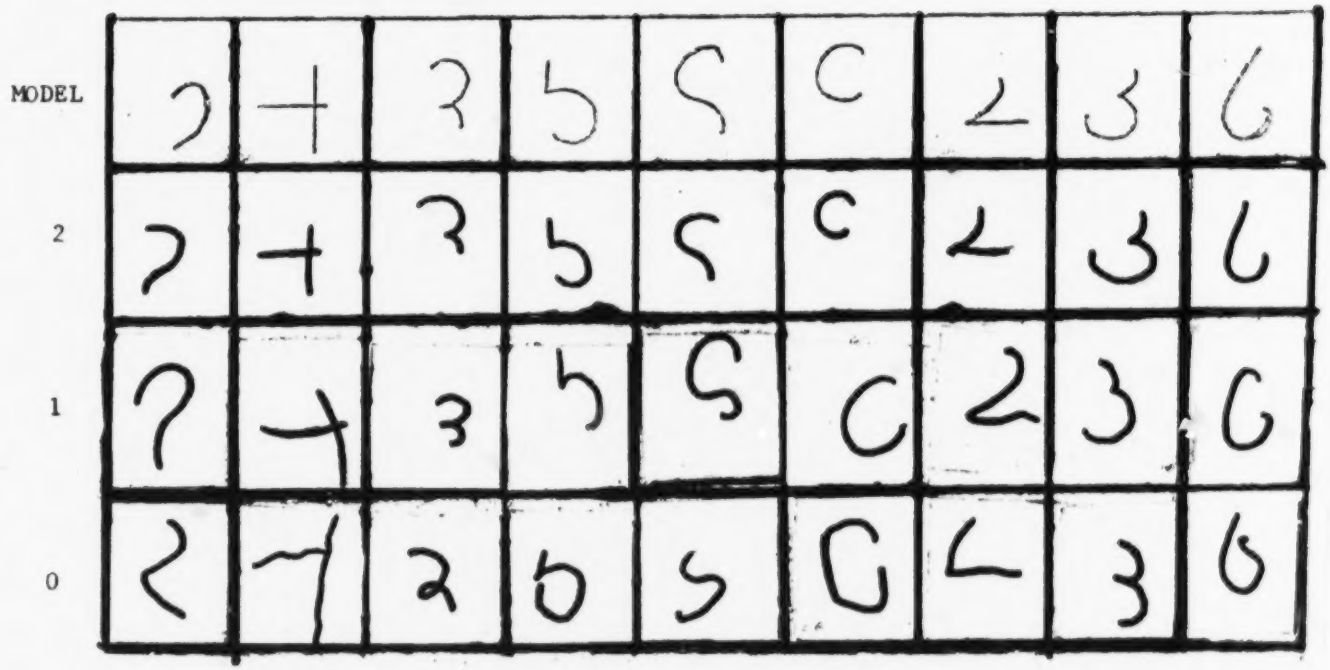
I. Partial Letters. Straight Lines



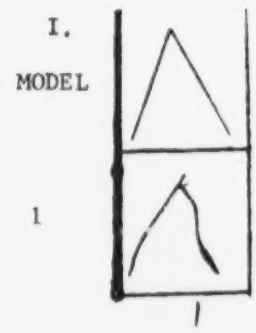
II. Partial Letters. Curved Lines

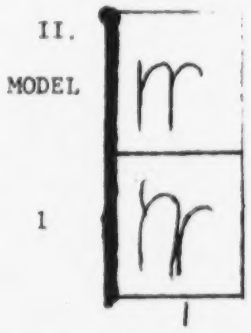


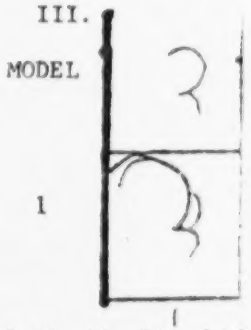
III. Partial Numerals



Scoring examples of special allowance given for inadequate eye-hand coordination to a 5½ year old child follow. Zero credit would have been given to a child over eight years old.







Johnny Doe's "PPP" Copying Test. Miss Poppins administered the "PPP" Copying Test to Johnny. She scored his test giving him the special age allowance for inadequate eye-hand coordination, since he is under the nine-year old cut-off point required for exact replication of the model figures.

Notice in Johnny's test, page 33, that , and are given 2 points each, where an older child would have only scored 1 point each Also, the and are given 1 point each, where zero points would have been given to an older child.

"PPP" Copying Test

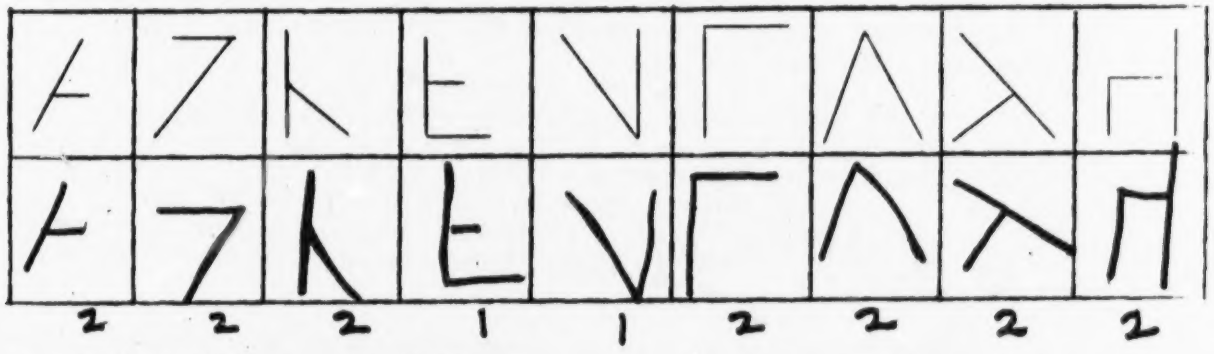
Name Johnny Doe Age* 8 Grade 2 Sex M

Date 9/15/72 Teacher M. Poppins School -

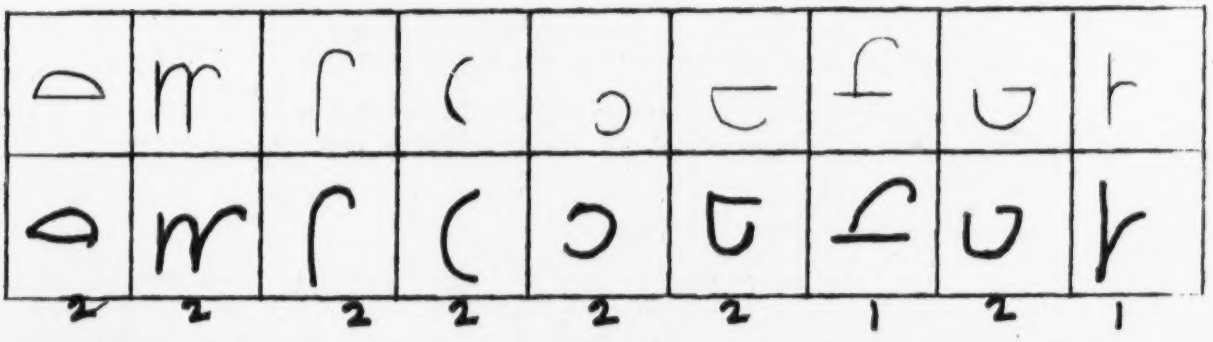
Score I 16 II 16 III 18 * - Total 50

* Add 5 points if 5 years old; 3 points if 6 years old

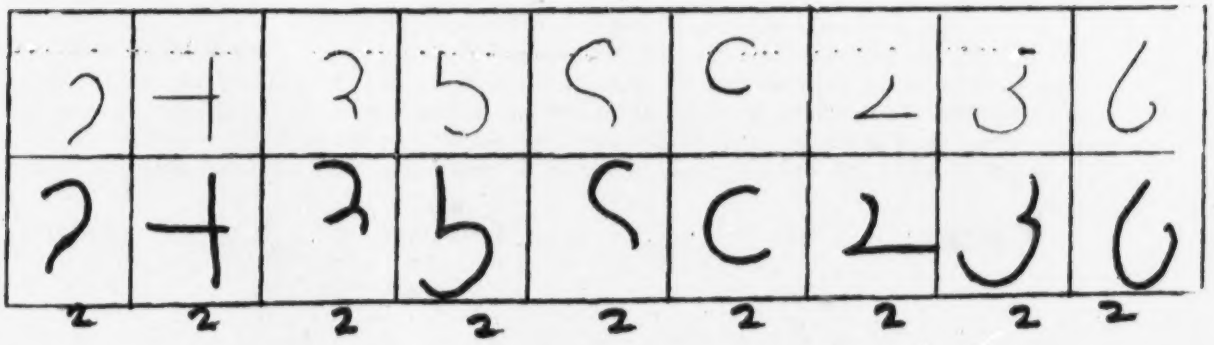
I. Partial Letters. Straight Lines



II. Partial Letters. Curved Lines



III. Partial Numerals



Recording Data --

The PPP Pre-Requisite Skills Test Summary Sheet

Miss Poppins now had all of the test data necessary to profile Johnny Doe's pre-requisite skill strengths and weaknesses. She recorded his test scores on a PPP Pre-Requisite Skills Test Summary Sheet as they became available.

The Test Summary Sheet containing all of Johnny's data follows on pages 35-36. The first page is filled out with his WISC and ITPA sub-test scores. The second page has his Detroit, Seguin, Torrance and PPP Copying Test scores.

Detroit Age Discrepancies

To fill out the Detroit column labeled " Age Discrepancy", Miss Poppins used Johnny's chronological age and his obtained Mental Ages.

In the case of AASUW, the MA of 4 years, 6 mo. is lower than Johnny's chronological age by 3 years and 6 mo. This is a negative discrepancy and is recorded in the column with a minus sign.

Looking down at Pictorial Absurdities, it can be seen that the MA of 9^{6} is one year and 6 mo. above Johnny's age. A $+1^{6}$ was placed in the column.

Miss Poppins takes care to remember that each year contains 12 months when figuring plus and minus discrepancies. A discrepancy can go to plus or minus 11 months before being recorded as a full year.

The reader should go through each of Johnny's Detroit scores to develop competency in recording age discrepancies.

NOTE: When a child reaches the upper limit of a Detroit subtest, the teacher should write "Upper Limit" in the Age Discrepancy and automatically give him 3 points.

Recording with Age Allowances

Since Johnny is eight years old, Miss Poppins did not have to worry about the age allowance points given to 5 and 6 year olds on the Seguin and PPP Copying Tests. When recording the data of young children, these age points should be included in the Total scores on the Test Summary Sheet.

In the case of the Copying Test the points are just included right on the test blank. In the case of the Seguin, the points should be included in the Total, even though the individual scores will remain correct. In other words, the correct score for each hand, memory score, etc. should be recorded; but the age score included in the Total. The Total will be higher than the scores making it up on the Summary Sheet.

Example Memory 5 Localization 5 B TOTAL 12

PPP PREREQUISITE SKILLS TEST SUMMARY SHEET

STUDENT NAME/No. JOHNNY DOE

BIRTH DATE 9/16/64 TEACHER [illegible]

WISC DATE ADMIN. 5/31/72 C.A. 7[8]

VERBAL 96 PERFORMANCE 129 FULL SCALE 113

Information	13	Picture Completion	14
Comprehension	10	Picture Arrangement	13
Arithmetic	5	Block Design	15
Similarities	10	Object Assembly	16
Vocabulary	12	Coding	13
Digit Span	6		

ITPA DATE ADMIN. 6/1/72

Representational Level		Automatic-Sequential Level	
Auditory Reception	36	Auditory Memory	22
Auditory Association	32	Grammatic Closure	38
Verbal Expression	40	Visual Memory	32
Visual Reception	48	Visual Closure	42
Visual Association	46	Auditory Closure	26
Visual Expression	50	Sound Blending	28

DETROIT DATE ADMIN. 9/11/72

SUBTEST	C.A.	M.A.	AGE DISCREPANCY
AASUM	8^0	4^6	-3^6
AASRS	8^0	4^3	-3^9
Oral Commissions	8^0	6^0	-2^0
VASO	8^0	6^3	-1^9
VASL	8^0	9^9	$+1^9$
Mem. for Designs	8^0	11^0	$+3^0$
Oral Directions	8^0	6^3	-1^9
Motor Speed	8^0	10^9	$+2^9$
Orientation	8^0	11^0	$+3^0$
Social Adjust.	8^0	7^6	-0^6
Pic. Absurd.	8^0	9^6	$+1^6$

SEGUIN DATE ADMIN. 9/12/72

Pref. Hand 12 Other Hand 12 Both Hands 13 (A) TOTAL 37

Memory 9 Localization 7 (B) TOTAL 16

CORRANCE DATE ADMIN. 9/12/72 Score 25

DOT COPYING DATE ADMIN. 9/12/72 Score 50

Profiling Pre-requisite Skills Test Scores

There are three worksheets used in profiling pre-requisite skills. They are titled Reception, Association, and Expression. Each worksheet contains rating triads for the sub-skill processes described in the PPP Introduction. The three sub-test scores which contribute to each triad were selected after task analysis by project staff and consultants. The sub-test descriptions on pages 4-16 list the skill processes in which each test is scored. They also list the skill processes which were not scored but which are also depended on for adequate performance on the test.

In selecting the three scores which contribute to each triad an attempt was made to focus on the specific skill area by balancing the other task demands. In focusing on Visual Memory, for example, a balance of expressive skills was achieved by selecting one test requiring a vocal response, and two a visual-motor response.

Rating the Simple Score

The first step in using the worksheets is to fill in the score for each sub-test in the column marked Simple Score.

The Rating Scale for PPP Worksheets follows on page 38. This sheet allows the teacher to assign a rating point to each test score. The rating scale runs from 0 to 3 points.

Three points are assigned for a test score that is clearly in the superior range.

Two points are assigned for performance that is average to high-average.

One point is given for performance that is minimal to below average.

Zero points are given for performance that is severely inadequate.

The teacher procedes by looking up the simple score for each sub-test in the rating scale and finding the rating points assigned. If the score is for a WISC sub-test, and is 13 or above, a 3 is written in the 3 column each time that sub-test appears. If there is a Seguin B score of 5, the 0 will be written in the 0 column by the test.

The Composite Rating

When all tests in the triad are rated, the columns are added and totaled as the Composite Rating. It is this composite rating that will be used in profiling.

RATING SCALE FOR "PPP" WORKSHEETS

Superior Performance = 3 Points

ITPA	-	42 and above
WISC	-	13 and above
Detroit	-	+2 years (or upper limit) ($+2^1$, $+2^2$, $+2^3$. . . . .)
Seguin A	-	32 and above
Seguin B	-	15 and above
Torrance	-	23 and above
"PPP" Copying	-	50 and above

Adequate Performance = 2 Points

ITPA	-	36 - 41
WISC	-	10 - 12
Detroit	-	-3 months to +1 year and 11 months (-0^3, -0^2, -0^1, 0, $+0^1$, $+0^2$, . . . $+1^{10}$, $+1^{11}$)
Seguin A	-	25 - 31
Seguin B	-	11 - 14
Torrance	-	17 - 22
"PPP" Copying	-	42 - 49

Minimal Performance = 1 Point

ITPA	-	24 - 35
WISC	-	7 - 9
Detroit	-	-2 years 3 months to -4 months (-2^3, -2^2, -2^1, . . . -0^7, -0^6, -0^5, -0^4)
Seguin A	-	19 - 24
Seguin B	-	7 - 10
Torrance	-	12 - 16
"PPP" Copying	-	34 - 41

Inadequate Performance = 0 Point

ITPA	-	23 and below
WISC	-	6 and below
Detroit	-	-2 years 4 months and below (-2^4, -2^5, -2^6, . . . -2^{11}, -3^0, -3^1, -3^2. . .)
Seguin A	-	18 and below
Seguin B	-	6 and below
Torrance	-	11 and below
"PPP" Copying	-	33 and below

There are three tests scores for each skill area and each is scored from 0 to 3 points. Therefore, the range of composite ratings for each triad is zero to nine. If a child performed at an average competency on all three tests he would receive a composite score of 6 (3 x 2 points).

A skill area having a composite score of 5 points or more is considered to be adequate since the child's weakness in another skill area may lower his score on an individual sub-test.

A composite rating of 4 or below indicates a problem area for the child.

Since receptive, associative and expressive skills must interact to produce adequate performance; it is always possible for a skill area to show a composite of 4 or less and actually not be deficient. The balance within triads helps to eliminate these instances but, as an example, poor auditory reception may lower the composites in auditory memory, vocal repetition, etc. Methods of identifying and dealing with these interactions will be covered when interpretation of the profiles is discussed.

The Pre-requisite Skill Summary Sheet

When all of the composite ratings have been developed they are filled in the appropriate columns on the Pre-requisite Skills Summary Sheet. Data is placed in the correct spaces and a connecting line is drawn.

The Summary Sheet is used for quick reference as to areas of strength and weakness. The dark line between 4 and 5 points indicates the "cut-off" point.

Johnny Doe's Profile

Miss poppins recorded Johnny's simple scores and used the Rating Scale to assign rating points. She then added up the columns and found the composite ratings. Johnny Reception, Association and Expression Sheets are found on pages 40-42.

To develop competency, the reader should fill Johnny's simple scores into blank worksheets and assign the appropriate points and composites. She should use Miss Poppins worksheets to check her work.

Miss Poppins filled out Johnny's Summary Sheet with the composite ratings she had obtained. The Summary Sheet is found on page 43.

By looking at the cut-off line, Miss Poppins can easily see that Johnny's areas of weakness are:

Auditory Memory
Auditory Closure
Auditory Sequencing
Vocal Repetition

RECEPTION

JOHNNY DOE

Visual

Discrimination

	Simp. Score	3	2	1	0	
[illegible] (WISC)	14	3				
Visual Recep. (ITPA)	48	3				
Picture Arr. (WISC)	13	3				Comp. Rat.
Totals		9				9/9

Memory

	Simp. Score	3	2	1	0	
VASO (Detroit)	-1 9			1		
Mem. for Des. [illegible]	+3 0	3				
Coding (WISC)	13	3				Comp. Rat.
Totals		6		1		7/9

Closure

	Simp. Score	3	2	1	0	
Vis. Closure (ITPA)	42	3				
Block Design (WISC)	15	3				
Object Assc. [illegible] (WISC)	16	3				Comp. Rat.
Totals		9				9/9

Sequencing

	Simp. Score	3	2	1	0	
Vis. Seq. Mem. (ITPA)	32			1		
V A S T (Detroit)	+1 9		2			
Picture Arr. (WISC)	12	3				Comp. Rat.
Totals		3	2	1		6/9

Auditory

Discrimination

		3	2	1	0	
Aud. Recep. (ITPA)	36		2			
Sound Blend (ITPA)	28			1		
Information (WISC)	13	3				Comp. Rat.
Totals		3	2	1		6/9

Memory

	Simp. Score	3	2	1	0	
Digit Span (WISC)	6				0	
A A S U W (Detroit)	-3 6				0	
Arithmetic (WISC)	5				0	Comp. Rat.
Totals					0	0/9

Closure

	Simp. Score	3	2	1	0	
Aud. Closure (ITPA)	26			1		
Gram. Clos. (ITPA)	38		2			
Aud. Assoc. (ITPA)	32			1		
Totals			2	2		4/9

Sequencing

	Simp. Score	3	2	1	0	
Oral Direct. (Detroit)	-1 9			1		
A A S R S (Detroit)	-3 9				0	
Aud. Seq. Mem. (ITPA)	22				0	Comp. Rat.
Totals				1		1/9

Haptic

Tactile

	Simp. Score	3	2	1	0	
Verbal Exp. (ITPA)	40		2			
Seguin A	37	3				
Seguin B	16	3				Comp. Rat.
Totals		6	2			8/9

Kinesthetic

	Simp. Score	3	2	1	0	
Motor Sp. (Detroit)	+2 9	3				
Oral Comm. (Detroit)	-2 0			1		
Orient. (Detroit)	+3 0	3				Comp. Rat.
Totals		6		1		7/9

SENSORY INTEGRATION

	Simp. Score	3	2	1	0	
Pic. Arr. (WISC)	13	3				
Oral Dir. (Detroit)	-1 9			1		
Gram. Clos. (ITPA)	38		2			Comp. Rat.
Totals		3	2	1		6/9

ASSOCIATION

JOHNNY DOE

Cognition	Simple Score	3	2	1	0	
Vocabulary (WISC)	12		2			
Visual Assoc. (ITPA)	46	3				
Object Assem. (WISC)	16	3				Comp. Rat.
Totals		6	2			8/9

Memory	Simple Score	3	2	1	0	
Information (WISC)	13	3				
Arithmetic (WISC)	5				0	
Coding (WISC)	13	3				Comp. Rat.
Totals		6				6/9

Divergence	Simple Score	3	2	1	0	
Verbal Ex. (ITPA)	40		2			
Picture Construction (Torrance)	25	3				
Aud. Assoc. (ITPA)	32			1		Comp. Rat.
Totals		3	2	1		6/9

Convergence	Simple Score	3	2	1	0	
Similarities (WISC)	10		2			
Visual Asso. (ITPA)	46	3				
Block Design (WISC)	15	3				Comp. Rat.
Totals		6	2			8/9

Evaluation	Simple Score	3	2	1	0	
Pic. Arrang. (WISC)	13	3				
Verbal Exp. (ITPA)	40		2			
Block Design (WISC)	15	3				Comp. Rat.
Totals		6	2			8/9

Social Comp.	Simple Score	3	2	1	0	
Comprehension (WISC)	10		2			
Social Adj. A (Detroit)	-0[6]			1		
Pic. Absurd (Detroit)	+1[6]		2			Comp. Rat.
Totals			4	1		5/9

EXPRESSION

JOHNNY DOE

MOTOR

Gross Motor	Simp. Score	3	2	1	0	
Oral Comm. (Detroit)	-2[0]			1		
Manual Express. (ITPA)	50	3				
Orientation (Detroit)	+3[0]	3				Comp. Rat.
Totals		6		1		7/9

Copying	Simp. Score	3	2	1	0	
Coding (WISC)	13	3				
"PPP" Copying Test	50	3				
Memory for Design (Detroit)	+3[0]	3				Comp. Rat.
Totals		9				9/9

Manipulation	Simp. Score	3	2	1	0	
Block Design (WISC)	15	3				
Object Assem. (WISC)	16	3				
Visual Seq. Mem. (ITPA)	32			1		Comp. Rat.
Totals		6		1		7/9

Drawing	Simp. Score	3	2	1	0	
Motor Speed (Detroit)	+2[9]	3				
Picture Construc. (Torrance)	25	3				
Oral Directions (Detroit)	-1[9]			1		Comp. Rat.
Totals		6		1		7/9

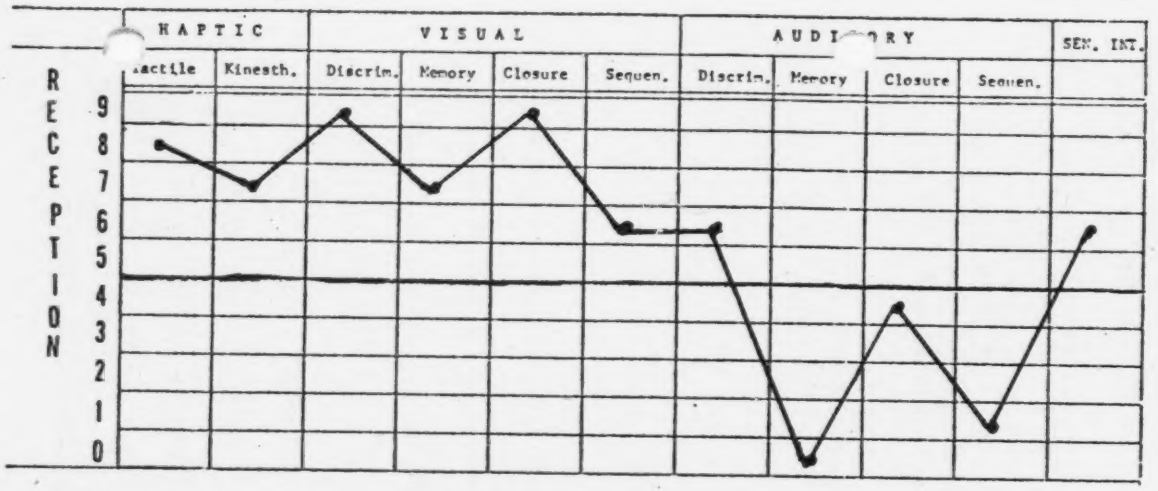
Pointing	Simp. Score	3	2	1	0	
Visual Recep. (ITPA)	48	3				
Visual Clos. (ITPA)	42	3				
Visual Assoc. (ITPA)	46	3				Comp. Rat.
Totals		9				9/9

Conceptual Motor	Simp. Score	3	2	1	0	
Manual Express. (ITPA)	50	3				
Oral Directions (Detroit)	-1[9]			1		
Oral Comm. (Detroit)	-2[0]			1		Comp. Rat.
Totals		3		1		4/9

VOCAL

Vocal Repetition	Simp. Score	3	2	1	0	
AASRS (Detroit)	-3[9]				0	
Sound Blending (ITPA)	28			1		
Auditory Clos. (ITPA)	26			1		Comp. Rat.
Totals				2		2/9

Conceptual Vocal	Simp. Score	3	2	1	0	
Comprehension (WISC)	10		2			
Vocabulary (WISC)	12		2			
Verbal Express. (ITPA)	40		2			Comp. Rat.
Totals			6			6/9



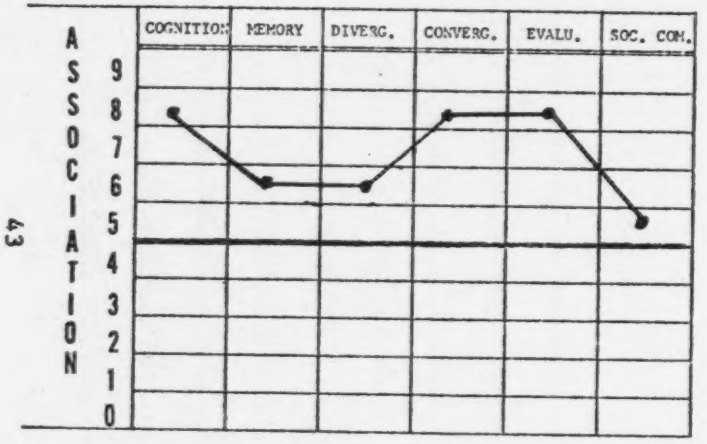
Name JOHNNY DOE

B.D. 9/16/64 Sex M

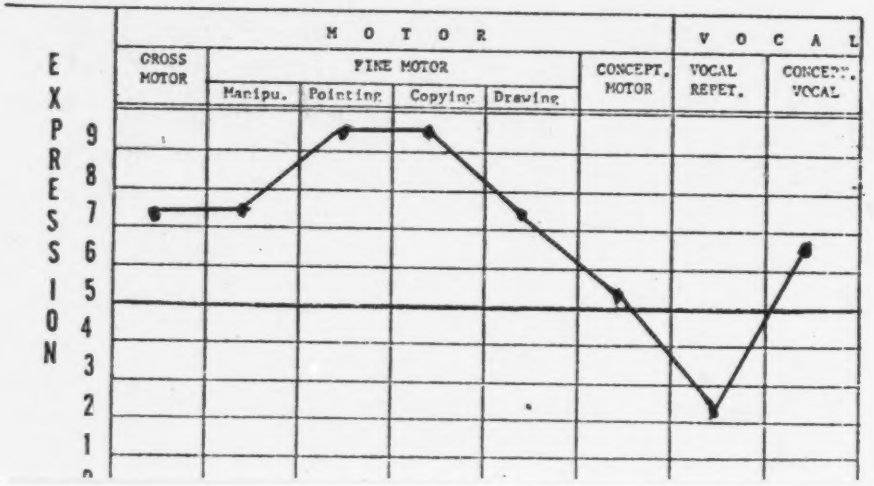
Date Sept. 1972

Teacher Miss M Poppins

School _____



PPP
Prerequisite Skills
Summary Sheet



WISC V. ____ P. ____ F.S. ____

Reading Ind. ____ Inst. ____ Def. ____

Arith. Compu. ____ Compre. ____

Writing ____ Spelling ____

Behavior _____

On the other hand, Johnny performs very adequately on visual, associative, and motoric tasks.

Miss Poppins must now proceed to interpret Johnny's profile and write prescriptions based on her findings.

Pre-requisite Skills Interpretation and Prescription

Interpreting Triad Discrepancies

There is a significant discrepancy in a triad whenever there is a gap of two or more rating points between one sub-test and the other two. The one sub-test may be two or more points above or below the others.

Triad discrepancies occur when the low sub-test (sub-tests) requires task demands which are not required by the other tests and which are not adequately developed. In most situations the teacher will find the discrepancies are due to one or two skill areas which show up as low points on the summary sheet. When this occurs, the teacher is not only more secure in pinpointing these low areas but also in pinpointing the child's strengths.

In order to evaluate triad discrepancies, the areas containing them and the high and low sub-tests are diagrammed. This makes it easy to note the communality among the variant tests.

Johnny Doe's Discrepancies

Miss Poppins diagrammed the skill areas in which there were significant discrepancies. Her diagram is as follows:

AREA	HIGH	LOW
Visual Memory	Memory for Designs (3) Coding (3)	VASO (1)
Kinesthetic	Motor Speed (3) Orientation (3)	Oral Comm. (1)
Associative Memory	Information (3) Coding (3)	Arithmetic (0)
Gross Motor	Manual Expression (3) Orient. (3)	Oral Comm. (1)
Manipulation	Block Designs (3) Object Assem. (3)	Visual Sequential Memory (1)
Drawing	Motor Speed (3) Torrance (3)	Oral Direct. (1)
Conceptual Motor	Manual Expression (3)	Oral Direct. (1) Oral Comm. (1)

In the Visual Memory triad, Coding and Memory for Designs are purely visual tasks with motoric responses. VASO differs in that the objects must be transferred to the auditory channel by being "named". It requires a vocal response. Visual Sequential Memory also differs from the other Manipulation tests by involving some aspects of "naming" and auditory memory.

Oral Commissions, Oral Directions and Arithmetic all are definitely auditory retentive tests. As can be seen, the poor performance on the first two of these tests accounts for the major portion of the discrepancies.

Miss Poppins saw that the lowest area on Johnny's profile summary sheet was, indeed, auditory memory. She felt that the discrepancies pinpointed this weak area even more. Just as importantly, she was able to avoid attributing low scores on the individual tests to the skill areas in which they were discrepant. (For example: Johnny has excellent associative memory in spite of the low arithmetic score, he is likely to do well in drawing tasks in spite of his low Oral Directions, and he has a good visual memory except when the items to be remembered have to be named and remembered auditorially.)

Further Pinpointing through Task Demands

While there was not a significant discrepancy in Johnny's Vocal Repetition area (all three tests were low), Miss Poppins does not consider him to have an expressive problem, per se. The three tests scored on Vocal Repetition require strong auditory receptive skills which Johnny lacks. His Conceptual Vocal area, which requires much more complicated Vocal expression, is highly adequate.

The teacher should refer back to the sub-test descriptions on pages 4-16 to formulate these judgments. She may utilize informal exercises to support the judgments she derives. As an example, Miss Poppins may ask Johnny to repeat simple words pronounced slowly and clearly, or words that are presented in written form,to separate his expressive capabilities from the auditory receptive ones.

Prescribing from the Pre-requisite Skills Profile

There are two aspects of the prescriptive process which flow from the Pre-requisite Skills Profile. The first is directed at specific remediation of the skill weaknesses. The second is directed at the formulation of a total program in conjunction with the Basic School Subjects and Behavioral Factors.

The PPP is not designed as a remediational text. There are many books which list exercises, games, and assignments for remediating each specific skill deficit. A sampling of these are listed in the bibliography. The PPP's purpose is to give the teacher a means to develop her prescriptive goals by pinpointing the child's strengths and weaknesses then seek the appropriate remediational tools.

There are three basic guidelines in the prescriptive process. They are as follows:

1. Remediate only the specific skill areas in which the child is weak. Do not waste children's time with an exercise because some of his classmates need it. Individualize.

2. Teach subject matter through strong channels. Circumvent the child's weak areas whenever possible.

3. Be eclectic. If a procedure or method does not work for a specific child, try something else.

If a child shows visual problems on the PPP Summary Sheet the teacher should remediate the deficit by starting from a rung of the visual developmental sequence at which the child can succeed. When she is teaching reading, she must use the child's strengths to circumvent the visual problems when possible;while making sure visual reading material is large, legible, distinct, etc.

It is important for the teacher to have a wide variety of developmental and remedial activities grouped by interest and difficulty at all grade levels. As an example, "Aids to Psycholinguistic Teaching," (Bush and Giles, 1969), covers specific disability areas with appropriate remedial activities.

The purpose of the PPP is to remind the teacher not to stop here. For a child to be successful in a scholastic environment, he must perform and learn the academic of basic school subjects - reading, writing, arithmetic. The teacher must use the knowledge she acquired about the learner as the key to teaching him the necessary skills. She cannot wait for all deficit areas to be remediated before starting this teaching as time that is lost is gone forever.

The teacher should be able to analyze the task demands of each assigned lesson. This will alert her to the channels required by the learner. Then she can circumvent a child's weak channels or, if this is not possible, give him the required extra help. The teacher will learn more about this process in the Basic School Subjects Section.

Prescribing from the Pre-requisite Skill Profile for Johnny Doe

Miss Poppins scanned Johnny's Summary Sheet. She realized that his deficit channel was the auditory one, but was able to pinpoint the weak area specifically as auditory memory. Classroom procedures necessary for this child started forming in her mind. She listed them on a page headed "Johnny Doe."

1. Make sure Johnny is seated in front of the room having direct view of my face when giving directions.

2. Speak distinctly and slowly to Johnny making sure he is looking right at me.

3. Give Johnny one simple direction at a time. Build up slowly.

4. Let Johnny repeat directions to be sure he understands.

5. Encourage him to write down directions or do it for him.

6. Use visual clues whenever possible.

7. Use Mnemonic devices and associational clues.

8. Develop a set routine that Johnny will learn to automatically follow.

9. Follow the Auditory Memory section of "The MWM Program for Developing Language Abilities," Minskoff, Wiseman and Minskoff, 1972.

10. Read and use chapter 8, Auditory Sequential Memory, page 191-216 of "Aids to Psycholinguistic Teaching," Bush and Giles, 1969.

Miss Poppins now proceded to assess Johnny's level of proficiency in each of the basic school subjects so that she would be able to tailor a program suited to his individual needs.

SELF EVALUATIONS FOR THE PRE-REQUISITE SKILL AREA

Behavioral Objective 1 - Given PPP subtest descriptions, the teacher will identify subtest examples according to task demands and pupil characteristics with 90% accuracy.

Evaluation 1 - In each pair of subtest circle the one which would be most difficult for a child from an impoverished environment.

a. Seguin	Information
b. Memory for Designs	Social Adjustment
c. Vocabulary	Sound Blending
d. Grammatical Closure	Digit Span
e. Block Design	Picture Completion

Evaluation 2 - In each pair of subtests circle the one which would be most difficult for a child from a bi-lingual home.

a. AASRS	Visual Sequential Memory
b. Arithmetic	Visual Closure
c. Torrance	Verbal Expression
d. Block Design	Auditory Reception
e. Oral Directions	Seguin

Evaluation 3 - Alice Adams has very poor pencil skills. She got 0 rating on all subtests which required the use of a pencil. Which subtests were they?

_____ _____ _____ _____ _____

_____ _____

Evaluation 4 - Ben Brown gives up quickly on tasks which require sustained concentration. This trait is likely to lower his score on: (Select 4)

Vocabulary

Auditory Reception

Arithmetic

Similarities

Block Design

Picture Completion

Object Assembly

Evaluation 5 - Carol Carter is a slow and meticulous worker. This trait is likely to lower her score on: (Select 5)

Coding	PPP Copying
Visual Reception	Motor Speed
Picture Arrangement	Information
AASUW	Visual Closure
Arithmetic	Comprehension

Behavioral Objective 2 - Given completed Seguin, Torrance and PPP Copying Test and scoring criteria, the teacher will score these tests with 95% accuracy.

Evaluation 6 - Dave Dill, a nine year old, had the following Seguin performance:

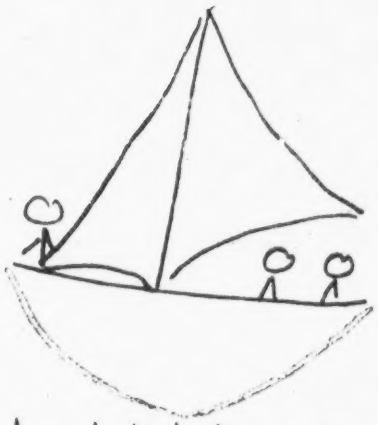
Right hand (preferred)	8 blocks in 5 min.
Left hand	10 blocks in 4 min. 55 sec.
Both hands	10 blocks in 3 min. 40 sec.
Memory	8 blocks
Location	5 blocks

What is Dave's Seguin A SCORE _____

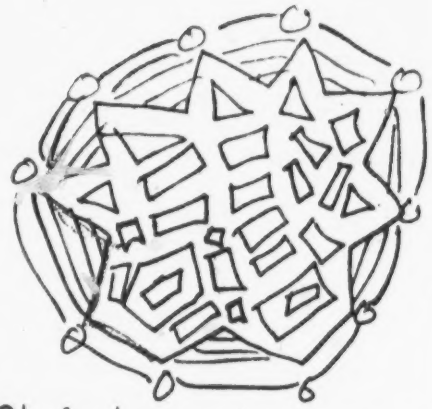
What is Dave's Seguin B SCORE _____

Evaluation *1* - Score the following Torrance performance done by Ellen Egg.

Completions	_____	Picture 6	_____
Picture 1	_____	Picture 7	_____
Picture 2	_____	Picture 8	_____
Picture 3	_____	Picture 9	_____
Picture 4	_____	Picture 10	_____
Picture 5	_____	Total Torrance Score	_____



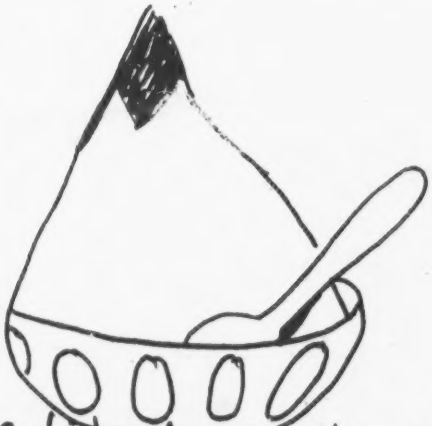
5. Rub a dub dub - 3 men in a tub



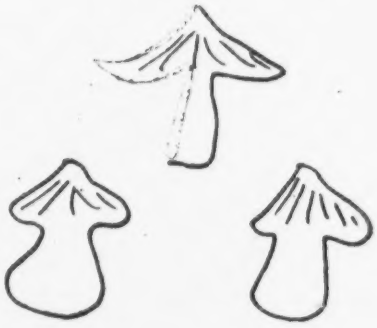
6. A Christmas tree ornament

7. A pair of bifocal glasses

8. A girl jumping rope



9. ~~a dish of~~ vanilla ice-cream topped with chocolate



10. Some toadstools

Evaluation 8. Score Frances Fish's PPP Copying Test.

"PPP" Copying Test

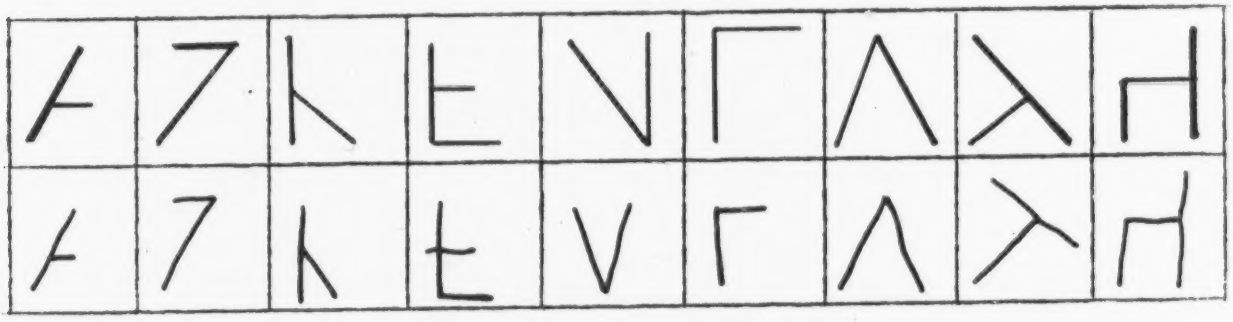
Name FRANCES FISH Age* 9[9] Grade 4 Sex F

Date _____ Teacher _____ School _____

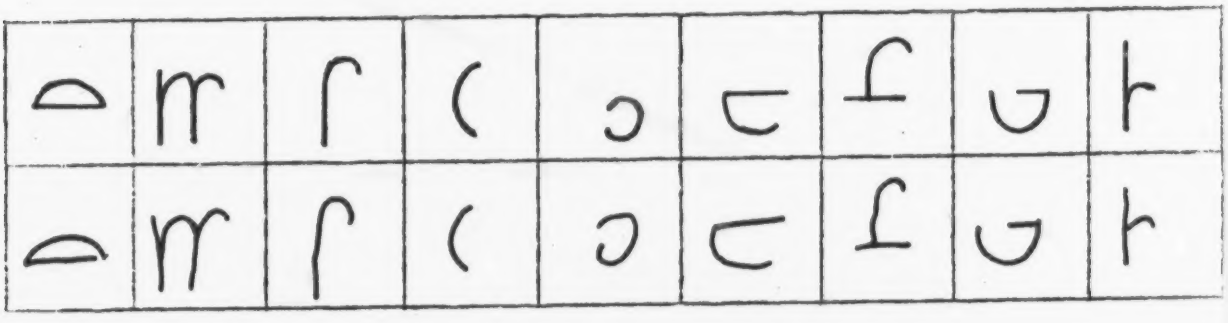
Score I _____ II _____ III _____* _____ Total _____

* Add 5 points if 5 years old; 3 points if 6 years old

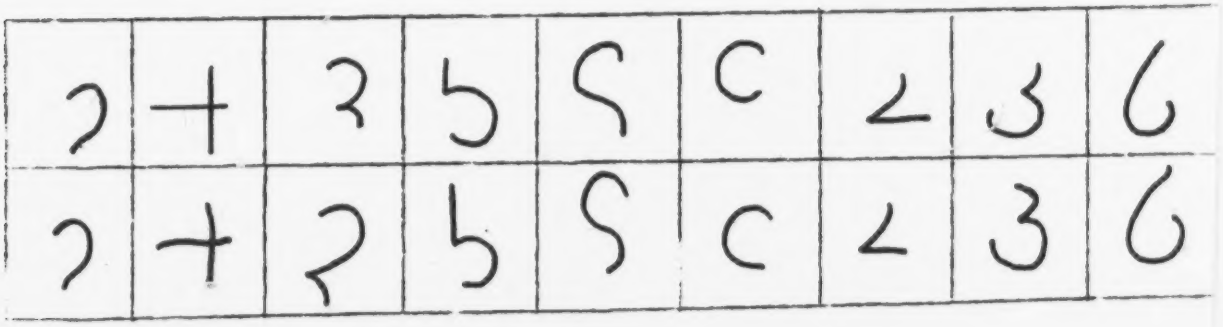
I. Partial Letters. Straight Lines



II. Partial Letters. Curved Lines



III. Partial Numerals



Behavioral Objective 3 - Given the PPP rating scale and scores for the PPP test battery, the teacher will complete the PPP worksheets and summary sheet with 100% accuracy.

Evaluation 9 - Gloria Guppy's Test Summary Sheet follows. Fill in her Detroit age discrepancies and use the PPP Rating Scale to determine the point equivalency for each score.

Evaluation 10 - Fill in Gloria's scores and rating points on the following PPP Reception, Association and Expression worksheets. Figure the composite score in each area.

Evaluation 11 - Fill in the PPP prerequisite skills summary sheet from the composite scores derived in evaluation 10.

Behavioral Objective 4 - Given completed PPP prerequisite skills summary sheets, the teacher will identify areas of strengths and weaknesses with 100% accuracy.

Evaluation 12 - From Gloria Guppy's pre-requisite skills summary sheet identify the 9 areas in which she appears to have a weakness:

_____ _____

_____ _____

_____ _____

_____ _____

_____

Evaluation 13 - Answer the following about Ellen Egg, whose Torrance [illegible] scored in evaluation 7:

Is Ellen's score on Divergence more likely to be [illegible]? _____

PPP PREREQUISITE SKILLS TEST SUMMARY SHEET

STUDENT NAME/No. GLORIA GUPPY - Evaluation 9

BIRTH DATE 1/17/64 TEACHER

- - - -

WISC DATE ADMIN. 10/16/72 C.A. 8 9

VERBAL 91 PERFORMANCE 99 FULL SCALE 94

Information	8	Picture Completion	11
Comprehension	7	Picture Arrangement	9
Arithmetic	5	Block Design	7
Similarities	9	Object Assembly	10
Vocabulary	10	Coding	12
Digit Span	13		

ITPA DATE ADMIN. 10/ 13/ 72

Representational Level		Automatic-Sequential Level	
Auditory Reception	35	Auditory Memory	42
Auditory Association	32	Grammatic Closure	38
Verbal Expression	38	Visual Memory	30
Visual Reception	36	Visual Closure	40
Visual Association	28	Auditory Closure	36
Manual Expression	40	Sound Blending	42

DETROIT DATE ADMIN. 10/ 26/72

SUBTEST	C.A.	N.A.	AGE DISCREPANCY
AASUW	8 9	10 11	
AASRS	8 9	8 9	
Oral Commissions	8 9	8 3	Upper Limit
VASO	8 9	9 3	
VASL	8 9	7 7	
Mem. for Designs	8 9	10 3	
Oral Directions	8 9	4 1	
Motor Speed	8 9	9 9	
Orientation	8 9	8 11	
Social Adjust.	8 9	6 0	
Pic. Absurd.	8 9	5 5	

SEGUIN DATE ADMIN. 10/11/72

Pref. Hand 7 Other Hand 8 Both Hands 11 (A) TOTAL 26

Memory 6 Localization 5 (B) TOTAL 11

TORRANCE DATE ADMIN. 10/11/72 Score 16

DAM COPYING DATE ADMIN. 10/11/72 Score 43

Evaluation 10

RECEPTION

GLORIA GUPPY

Visual

Discrimination	Simp. Score	3	2	1	0	
Picture Comp. (WISC)						
Visual Recep. (ITPA)						
Picture Arr. (WISC)						Comp. Pat.
Totals						/9

Memory	Simp. Score	3	2	1	0	
VASO (Detroit)						
Mem. for Des. (Detroit)						
Coding (WISC)						Comp. Pat.
Totals						/9

Closure	Simp. Score	3	2	1	0	
Vis. Closure (ITPA)						
Block Design (WISC)						
Object Assem. (WISC)						Comp. Pat.
Totals						/

Sequencing	Simp. Score	3	2	1	0	
Vis. Seq. Mem. (ITPA)						
V A S L (Detroit)						
Picture Arr. (WISC)						Comp. Pat.
Totals						/

Auditory

Discrimination	Simp. Score	3	2	1	0	
Aud. Recep. (ITPA)						
Sound Blend (ITPA)						
Information (WISC)						Comp. Pat.
Totals						/9

Memory	Simp. Score	3	2	1	0	
Digit Span (WISC)						
A A S U W (Detroit)						
Arithmetic (WISC)						Comp. Pat.
Totals						/9

Closure	Simp. Score	3	2	1	0	
Aud. Closure (ITPA)						
Gram. Clos. (ITPA)						
Aud. Assoc. (ITPA)						Comp. Pat.
Totals						/

Sequencing	Simp. Score	3	2	1	0	
Oral Direct. (Detroit)						
A A S R S (Detroit)						
Aud. Seq. Mem. (ITPA)						Comp. Pat.
Totals						/9

Haptic

Tactile	Simp. Score	3	2	1	0	
Verbal Exp. (ITPA)						
Seguin A						
Seguin B						Comp. Pat.
Totals						/6

Kinesthetic	Simp. Score	3	2	1	0	
Motor Sp. (Detroit)						
Oral Comm. (Detroit)						
Orient. (Detroit)						Comp. Pat.
Totals						/

SENSORY INTEGRATION

	Simp. Score	3	2	1	0	
Pic. Arr. (WISC)						
Oral Dir. (Detroit)						
Gram. Clos. (ITPA)						Comp. Pat.
Totals						/9

Evaluation 10

GLORIA GUPPY

ASSOCIATION

Cognition	Simple Score	3	2	1	0	
Vocabulary (WISC)						
Visual Assoc. (ITPA)						
Object Assem. (WISC)						Comp. Rat.
Totals						/9

Memory	Simple Score	3	2	1	0	
Information (WISC)						
Arithmetic (WISC)						
Coding (WISC)						Comp. Rat.
Totals						/9

Divergence	Simple Score	3	2	1	0	
Verbal Ex. (ITPA)						
Picture Construction (Torrence)						
Aud. Assoc. (ITPA)						Comp. Rat.
Totals						/9

Convergence	Simple Score	3	2	1	0	
Similarities (WISC)						
Visual Asso. (ITPA)						
Block Design (WISC)						Comp. Rat.
Totals						/9

Evaluation	Simple Score	3	2	1	0	
Pic. Arrang. (WISC)						
Verbal Exp. (ITPA)						
Block Design (WISC)						Comp. Rat.
Totals						/9

Social Comp.	Simple Score	3	2	1	0	
Comprehension (WISC)						
Social Adj. A (Detroit)						
Pic. Absurd (Detroit)						Comp. Rat.
Totals						/9

Evaluation 10

GLORIA GUPPY

EXPRESSION

MOTOR

Gross Motor	Simp. Score	3	2	1	0	
Oral Comm. (Detroit)						
Manual Express. (ITPA)						
Orientation (Detroit)						Comp. Rat.
Totals						/9

Copying	Simp. Score	3	2	1	0	
Coding (WISC)						
"PPP" Copying Test						
Memory for Design (Detroit)						Comp. Rat.
Totals						/9

Manipulation	Simp. Score	3	2	1	0	
Block Design (WISC)						
Object Assem. (WISC)						
Visual Seq. Mem. (ITPA)						Comp. Rat.
Totals						/9

Drawing	Simp. Score	3	2	1	0	
Motor Speed (Detroit)						
Picture Construc. (Torrance)						
Oral Directions (Detroit)						Comp. Rat.
Totals						/9

Pointing	Simp. Score	3	2	1	0	
Visual Recep. (ITPA)						
Visual Clos. (ITPA)						
Visual Assoc. (ITPA)						Comp. Rat.
Totals						/9

Conceptual Motor	Simp. Score	3	2	1	0	
Manual Express. (ITPA)						
Oral Directions (Detroit)						
Oral Comm. (Detroit)						Comp. Rat.
Totals						/9

VOCAL

Vocal Repetition	Simp. Score	3	2	1	0	
AASRS (Detroit)						
Sound Blending (ITPA)						
Auditory Clos. (ITPA)						Comp. Rat.
Totals						/9

Conceptual Vocal	Simp. Score	3	2	1	0	
Comprehension (WISC)						
Vocabulary (WISC)						
Verbal Express. (ITPA)						Comp. Rat.
Totals						/9

		HAPTIC		VISUAL				AUDITORY				SEN. INT.
		Tactile	Kinesth.	Discrim.	Memory	Closure	Sequen.	Discrim.	Memory	Closure	Sequen.	Sen.
RECEPTION	9											
	8											
	7											
	6											
	5											
	4											
	3											
	2											
	1											
	0											

		COGNITION	MEMORY	DIVERG.	CONVERG.	EVALU.	SOC. CON.
ASSOCIATION	9						
	8						
	7						
	6						
	5						
	4						
	3						
	2						
	1						
	0						

		MOTOR					VOCAL	
		GROSS MOTOR	FINE MOTOR			CONCEPT. MOTOR	VOCAL REPET.	CONCEPT. VOCAL
			Manipu.	Pointing	Copying	Drawing		
EXPRESSION	9							
	8							
	7							
	6							
	5							
	4							
	3							
	2							
	1							
	0							

Evaluation 11

Name GLORIA GUPPY

B.D. 1/17/64 Sex F

Date _____

Teacher _____

School _____

PPP
Prerequisite Skills
Summary Sheet

WISC V. ____ P. ____ F.S. ____

Reading Ind. ____ Inst. ____ Def. ____

Arith. Compu. ____ Compre. ____

Writing ____ Spelling ____

Behavior _____

Behavioral Objective 5 - Given completed PPP pre-requisite skills worksheet, the teacher will identify and interpret discrepancies with 90% accuracy.

Evaluation 14 - Harvey Hog has the Association Area scores shown on the following page.

Which of these areas contain significant discrepancies (4 pts)

_____

_____

_____

_____

Diagram the Discrepancies: (4 pts)

Is Harvey likely to have a receptive channel deficit? If so, which channel? _____ (2 pts)

Harvey has a composite Divergence score of 3. Which of the subtests used in the triad is a visual measure of Divergence?

_____

ASSOCIATION

HARVEY HOG Evaluation 14

Cognition	Simple Score	3	2	1	0	
Vocabulary (WISC)	7			1		
Visual Assoc. (ITPA)	44	3				
Object Assem. (WISC)	14	3				Comp. Rat.
Totals		6		1		7/9

Memory	Simple Score	3	2	1	0	
Information (WISC)	8			1		
Arithmetic (WISC)	5				0	
Coding (WISC)	13	3				Comp. Rat.
Totals		3		1	0	4/9

Divergence	Simple Score	3	2	1	0	
Verbal Ex. (ITPA)	36		2			
Picture Construction (Torrance)	14			1		
Aud. Assoc. (ITPA)	22				0	Comp. Rat.
Totals			2	1		3/9

Convergence	Simple Score	3	2	1	0	
Similarities (WISC)	9			1		
Visual Assoc. (ITPA)	44	3				
Block Design (WISC)	13	3				Comp. Rat.
Totals		6		1		7/9

Evaluation	Simple Score	3	2	1	0	
Pic. Assoc. (ITPA)	13	3				
Verbal Exp. (Torrance)	36		2			
Block Design (WISC)	13	3				Comp. Rat.
Totals		6	2			8/9

Social Comp.	Simple Score	3	2	1	0	
Comprehension (WISC)	8			1		
Social Adj. A (Detroit)	-1 6			1		
Pic. Assoc. (Torrance)	2 3	3				Comp. Rat.
Totals		3		2		5/9

Evaluation 15 - Ira Ibis has the following discrepancies within scoring areas:

AREA	HIGH	LOW
Visual Discrimination	Picture Completion (3) Visual Reception (3)	Picture Arrangement (1)
Visual Closure	Visual Closure (3)	Block Design (1) Object Assembly (0)
Visual Sequential Memory	V.A.S.L. (3)	Picture Arrangement (1) Visual Sequential Memory (1)
Cognition	Vocabulary (3) Visual Association (3)	Object Assembly (0)
Convergence	Similarities (3) Visual Association (3)	Block Design (1)

Ira has one deficit area to which all of the above discrepancies may be attributed. What area is it? _____ (6pts)

Ira's composite Visual Closure score is 4. Are we safe in saying that he requires remediation in Visual Closure? Why? Why not?

_____

_____

_____ (2 pts)

Behavioral Objective 6 - Given completed PPP pre-requisite skills worksheets and summary sheet, the teacher will identify appropriate prescriptions with 90% accuracy.

Evaluation 16 - In each pair of prescriptions check the one you would suggest for Gloria Guppy using the worksheets and summary sheet filled out in Evaluations 10 and 11.

1. A. Identify familiar sounds
   B. Predict outcome of stories

2. A. Place cartoon sequences in order
   B. Match colored blocks of various shapes

3. A. Tongue-twister games
   B. Taba "inquiry and value" technique

4. A. Rote math
   B. Math word problems

5. A. Dictated penmanship
   B. Creative writing

6. A. Movies
   B. Records

ANSWERS AND CRITERIA

FOR SELF-EVALUATIONS

Pre-requisite Skills Section

Behavioral Objective 1 - Scoring - 1 point per answer for a total of 26 points.

Criteria - 23 or more points meets criteria.

Evaluation 1

a. Information
b. Social Adjustment
c. Vocabulary
d. Grammatic Closure
e. Picture Completion

Evaluation 2

a. AASRS
b. Arithmetic
c. Verbal Expression
d. Auditory Reception
e. Oral Directions

Evaluation 3 (ALICE ADAMS)

Coding
Memory for Designs
Oral Directions
Motor Speed
Seguin B
Torrance
PPP Copying

Evaluation 4 (BEN BROWN)

Arithmetic
Block Design
Picture Completion
Object Assembly

Evaluation 5 (CAROL CARTER)

Coding
Picture Arrangement
Arithmetic
Motor Speed
Visual Closure
(all are timed tasks on which slow performance would be detrimental)

\- - -

Behavioral Objective 2 - Scoring and Criteria noted for each Evaluation.

Evaluation 6 (DAVE DILL) Correct A and B scores meets criteria.

8(right hand) . . 10(left hand) . . 11(both hands) = 29 A SCORE 29

8(memory) . . 5(location) = 13 B SCORE 13

Evaluation 7 (ELLEN EGG) Correct Torrance score is 25. Score obtained 23-27 meets criteria.

Completions - 10

Picture 1	0 (face or head)	Picture 6	2 (ornament)
Picture 2	2 (crutch)	Picture 7	2 (glasses)
Picture 3	2 (pool ladder)	Picture 8	1 (girl)
Picture 4	2 (curl . . NOT face)	Picture 9	2 (ice cream)
Picture 5	0 (boat)	Picture 10	2 (toadstools)

Total Torrance Score 25

Evaluation 8 (FRANCES FISH) Correct PPP Copying Test Score is 43. Obtained score of 40-46 meets criteria.

Score 1	13	2	2	1	1	0	2	2	1	2
Score 2	16	1	2	2	2	2	1	2	2	2
Socre 3	14	2	2	0	1	2	2	2	1	2

- - -

Behavioral Objective 3 Criteria: 100% accuracy required to meet criteria.

Evaluation 9 (GLORIA GUPPY)

Correct Rating for each subtest performance.

WISC		ITPA		DETROIT		Age Discrepancies
Infor. ___	1	Aud. Rec. ___	1	AASUW	3	+2
Compre. ___	1	Aud. Ass. ___	1	AASRS	2	0
Arith. ___	0	Verb Exp. ___	2	Oral Com.	3	Upper limit*
Simi. ___	1	Vis. Rec. ___	2	VASO	2	+0
Vocab. ___	2	Vis. Ass. ___	1	VASL	1	-1
Dig.Span ___	3	Man. Exp. ___	2	Mem. Des.	2	+1
Pic. Com. ___	2	Aud. Mem. ___	3	Oral Dir.	0	-4
Pic. Arr. ___	1	Gra. Clo. ___	2	Mot. Spe.	2	+1
Blo. Des. ___	1	Vis. Mem. ___	1	Orient.	2	+0
Obj. Ass. ___	2	Vis. Clo. ___	2	Soc. Adj. A	0	-2
Coding ___	2	Aud. Clo. ___	2	Pic. Abs.	0	-3
		Sou. Ble. ___	3			

Seguin A ___	2
Seguin B ___	2
Torrance ___	1
PPP Cop. ___	2

*Upper Limit - Any child who scores at the Upper Limit for any Detroit sub-test receives an automatic 3 points.

Evaluation 10, 11 (GLORIA GUPPY)

See following pages for correct Reception, Association, Expression and Summary sheets.

Behavioral Objective 4 Criteria - 100% accuracy required to meet criteria.

Evaluation 12 (GLORIA GUPPY)

The following areas achieved a composite rating under 5 - the PPP cut-off point.

Visual Sequencing
Sensory Integration
Associative Memory
Divergence
Convergence
Evaluation
Social Comprehension
Manipulation
Drawing

Evaluation 13 (ELLEN EGG)

Ellen's Torrance performance indicates that she has good divergent thinking abilities. We would guess that her Divergence score would be HIGH.

- - -

Behavioral Objective 5 Scoring - noted for each question

Criteria - Out of 20 possible points on Harvey Hog and Ira Ibis 17 points or more are required to meet criteria.

Evaluation 14. (HARVEY HOG)

1. The four areas of discrepancy are: (1 point for each correctly identified)

Cognition
Memory
Convergence
Social Comprehension

ANSWER GLORIA GUPPY

RECEPTION

Visual

Discrimination

	Simp. Score	3	2	1	0	
Picture Comp. (WISC)	11		2			
Visual Recep. (ITPA)	36		2			
Picture Arr. (WISC)	9			1		Comp. Rat.
Totals			4	1		5/9

Memory

	Simp. Score	3	2	1	0	
VASO (Detroit)	+0		2			
Mem. for Des. (Detroit)	+1		2			
Coding (WISC)	12		2			Comp. Rat.
Totals			6			6/9

Closure

	Simp. Score	3	2	1	0	
Vis. Closure (ITPA)	40		2			
Block Design (WISC)	7			1		
Object Assem. (WISC)	10		2			Comp. Rat.
Totals			4	1		5/9

Sequencing

	Simp. Score	3	2	1	0	
Vis. Seq. Mem. (ITPA)	30			1		
V A S L (Detroit)	-1			1		
Picture Arr. (WISC)	9			1		Comp. Rat.
Totals				3		3/9

Auditory

Discrimination

	Simp. Score	3	2	1	0	
Aud. Recep. (ITPA)	35			1		
Sound Blend (ITPA)	42	3				
Information (WISC)	8			1		Comp. Rat.
Totals		3		2		5/9

Memory

	Simp. Score	3	2	1	0	
Digit Span (WISC)	13	3				
A A S U V (Detroit)	+2	3				
Arithmetic (WISC)	5				0	Comp. Rat.
Totals		6			0	6/9

Closure

	Simp. Score	3	2	1	0	
Aud. Closure (ITPA)	36		2			
Gram. Clos. (ITPA)	38		2			
Aud. Assoc. (ITPA)	32			1		Comp. Rat.
Totals			4	1		5/9

Sequencing

	Simp. Score	3	2	1	0	
Oral Direct. (Detroit)	-3				0	
A A S R S (Detroit)	0		2			
Aud. Seq. Mem. (ITPA)	42	3				Comp. Rat.
Totals		3	2		0	5/9

Haptic

Tactile

	Simp. Score	3	2	1	0	
Verbal Exp. (ITPA)	38		2			
Seguin A	26		2			
Seguin B	11		2			Comp. Rat.
Totals			6			6/9

Kinesthetic

	Simp. Score	3	2	1	0	
Motor Sp. (Detroit)	+1		2			
Oral Comm. (Detroit)	Upper Limit	3				
Orient. (Detroit)	+0		2			Comp Rat.
Totals		3	4			7/9

SENSORY INTEGRATION

	Simp. Score	3	2	1	0	
Pic. Arr. (WISC)	9			1		
Oral Dir. (Detroit)	-3				0	
Gram. Clos. (ITPA)	38		2			Comp. Rat.
Totals			2	1	0	3/9

ANSWER GLORIA GUPPY

ASSOCIATION

Cognition	Simple Score	3	2	1	0	
[illegible] (WISC)	10		2			
Visual Assoc. (WPPSI)	28			1		
Object Assem. (WPPSI)	10		2			Comp. Rat.
Totals			4	1		5/9

Memory	Simple Score	3	2	1	0	
Information (WISC)	8			1		
Arithmetic (WISC)	5				0	
Coding (WISC)	12		2			Comp. Rat.
Totals			2	1	0	3/2

Divergence	Simple Score	3	2	1	0	
Verbal Ex. (ITPA)	38		2			
Picture Construction (Torrance)	16			1		
Aud. Assoc. (ITPA)	32			1		Comp. Rat.
Totals			2	2		4/9

Convergence	Simple Score	3	2	1	0	
Similarities (WISC)	9			1		
Visual Assoc. (ITPA)	28			1		
Block Design (WISC)	7			1		Comp. Rat.
Totals				3		3/9

Evaluation	Simple Score	3	2	1	0	
Pic. Arrang. (WISC)	9			1		
Verbal Exp. (ITPA)	38		2			
Block Design (WISC)	7			1		Comp. Rat.
Totals			2	2		4/9

Social Comp.	Simple Score	3	2	1	0	
Comprehension (WISC)	7			1		
Social Adj. A (Vineland)	-2½				0	
Pic. Arrang. (Gesell)	-3½				0	Comp. Rat.
Totals				1	0	1/9

ANSWER GLORIA GUPPY

EXPRESSION

MOTOR

Gross Motor	Simp. Score	3	2	1	0	Comp. Rat.
Oral Comm. (Detroit)	Upper Limit	3				
Manual Express. (ITPA)	40		2			
Orientation (Detroit)	40		2			
Totals		3	4			7/9

Manipulation	Simp. Score	3	2	1	0	Comp. Rat.
Block Design (WISC)	7			1		
Object Assem. (WISC)	10		2			
Visual Seq. Mem. (ITPA)	30			1		
Totals			2	2		4/9

Pointing	Simp. Score	3	2	1	0	Comp. Rat.
Visual Recep. (ITPA)	36		2			
Visual Clos. (ITPA)	40		2			
Visual Assoc. (ITPA)	28			1		
Totals			4	1		5/9

Copying	Simp. Score	3	2	1	0	Comp. Rat.
Coding (WISC)	12		2			
PPP Copying Test	43		2			
Memory for Design (Detroit)	+1		2			
Totals			6			6/9

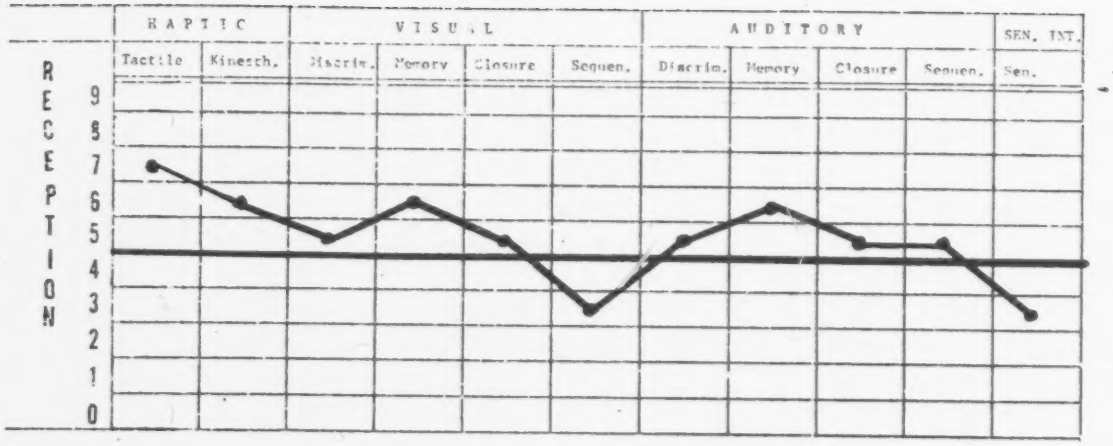
Drawing	Simp. Score	3	2	1	0	Comp. Rat.
Motor Speed (Detroit)	+1		2			
Picture Construc. (Torrance)	16			1		
Oral Directions (Detroit)	-3				0	
Totals			2	1	0	3/9

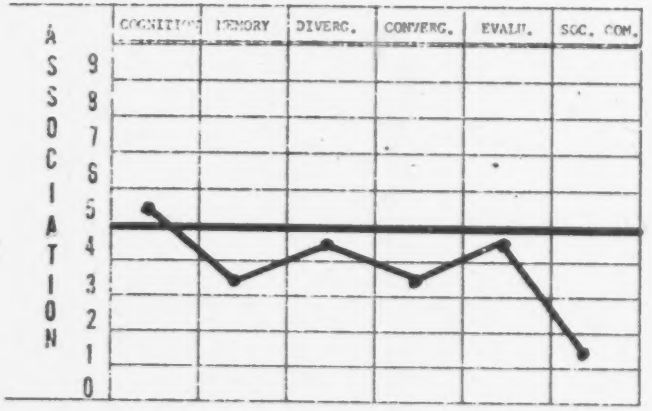
Conceptual Motor	Simp. Score	3	2	1	0	Comp. Rat.
Manual Express. (ITPA)	40		2			
Oral Directions (Detroit)	-3				0	
Oral Comm. (Detroit)	Upper Limit	3				
Totals		3	2		0	5/9

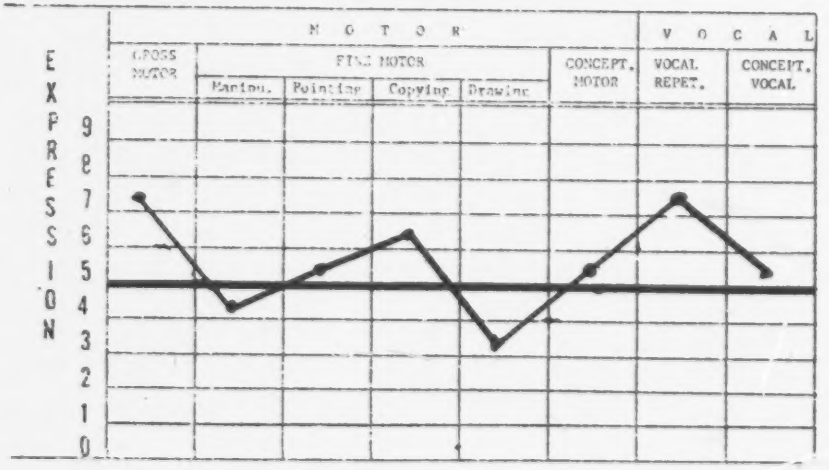
VOCAL

Vocal Repetition	Simp. Score	3	2	1	0	Comp. Rat.
AAAHS (Detroit)	0		2			
Sound Blending (ITPA)	42	3				
Auditory Cloc. (ITPA)	36		2			
Totals		3	4			7/9

Conceptual Vocal	Simp. Score	3	2	1	0	Comp. Rat.
Comprehension (WISC)	7			1		
Vocabulary (WISC)	10		2			
Verbal Express. (ITPA)	38		2			
Totals			4	1		5/9







ANSWER

Name GLORIA GUPPY

B.D. _____ Sex _____

Date _____

Teacher _____

School _____

PPP
Prerequisite Skills
Summary Sheet

WISC V. ____ P. ____ F.S. ____

Reading Ind. ____ Inst. ____ Def. ____

Arith. Compu. ____ Compre. ____

Writing ____ Spelling ____

Behavior _____

2. Discrepancy Diagram (4 points for a correct diagram.)

AREA	HIGH	LOW
COGNITION	Vis. Ass. (3) Obj. Ass. (3)	Vocab.(1)
MEMORY	Coding (3)	Inf. (1) Arith. (0)
CONVERGENCE	Vis. Ass. (3) Blo. Des. (3)	Sim. (1)
SOCIAL COMP.	Pic. Ab- (3)	Comp. (1) Soc. Adj. (1)

3. (2 points for correct answer) YES - THE AUDITORY CHANNEL. All low sub-tests require audition. The high sub-tests are visual.

4. (2 points for correct answer) The TORRANCE test is a visual measure of Divergence. The other two tests require auditory receptive abilities to a great degree. Since all scores were depressed, it is indicative that Harvey has low Divergent abilities.

Evaluation 15 (IRA IBIS)

1. (6 points for correct answer) MANIPULATION - All Ira's low sub-tests require manipulation

2. (2 points for correct answer) NO - It is likely that his poor manipulatory ability is to blame for the low Visual Closure Composite. The 3 points on the Visual Closure test which requires pointing rather than manipulation indicates that this is probably the case. The teacher can use informal testing to test this hypothesis further.

Behavioral Objective 6 - Scoring - 1 point per question

Criteria - 5 points or more meet criteria

Evaluation 16 (GLORIA GUPPY)

1. B
2. A
3. B
4. A
5. A
6. B

SECTION II - BASIC SCHOOL SUBJECTS

Competency Statement

The teacher can review and evaluate diagnostic data and develop prescriptions for teaching based on strengths and weaknesses in the basic school subjects.

Behavioral Objectives:

1. Given Durrell Analysis of Reading Difficulty sub-test descriptions, the teacher will identify sub-test examples according to task demands and pupil characteristics with 90% accuracy.

   Evaluation # 1-3 Pages 121 **Answers** (136)

2. Given completed PPP Decoding Skills Analysis and PPP Reading Skills Hierarchy, the teacher will identify areas of needed skill development with 95% accuracy.

   Evaluation # 4 Pages 121-124 (136)

3. Given reading methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

   Evaluation # 5-6 Pages 124-125 (137)

4. Given a completed PPP Diagnostic Math Checklist, the teacher will identify areas of needed skill development with 95% accuracy.

   Evaluation # 7 Pages 125-126 (137)

5. Given arithmetic methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

   Evaluation # 8-9 Pages 125, 127 (137)

6. Given a completed PPP Writing test, the teacher will score the test with 95% accuracy.

   Evaluation # 10 Pages 127-128 (137-138)

7. Given a completed PPP Writing Checklist, the teacher will identify areas of needed skill development with 95% accuracy.

   Evaluation # 11 Pages 127, 129 (138)

8. Given writing methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

   Evaluation # 12-13 Pages 130 (138)

9. Given a completed PPP Spelling Error Analysis Chart, the teacher will identify areas of needed skill development with 95% accuracy.

Answers

Evaluation # 14 Pages 130-131 (139)

10. Given spelling methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

Evaluation # 15 Pages 130 (139)

11. Given academic tasks, the teacher will identify task demands with 90% accuracy.

Evaluation # 16 Pages 132-133 (139)

12. Given completed Pre-requisite Skills Summary Sheets, the teacher will identify appropriate methods and approaches to teaching. basic school subjects.with 90% accuracy.

Evaluation # 17 Pages 134-135 (140)

Reading

Reading is an extremely complex act. It involves seeing the visual symbols, synthesizing them, and comprehending the meaning of the symbols and the thoughts of the writer.

Essentially, there are two dimensions involved in the act of learning to read. The first is Decoding, which is the breaking of a new code of graphic representations for the auditory language signals the child has already acquired. The other dimension is Comprehension which is the ability to understand written symbols based on past experience. Therefore, it is easy to see why reading difficulties may stem from many combinations of deficits in the pre-requisite skills.

An assessment of reading skill development is necessary for comprehensive prescriptive planning. Formal and informal tests may be utilized to give an accurate profile of the child.

Diagnosing Reading Difficulties with the Durrell

A frequently used comprehensive instrument, The Durrell Analysis of Reading Difficulty (Harcourt, Brace & World, Inc.) was selected as the formal reading measure for the PPP since it also has subtests which are used in profiling spelling and writing.

A teacher who is experienced in using any other comprehensive reading battery may feel free to substitute it for the Durrell as long as all information required for profiling can be obtained.

The Durrell Analysis consists of a series of tests and situations in which the examiner may observe, in detail, various aspects of a child's reading. It covers a range of reading ability from the non-reader to sixth-grade level.

The Manual of Directions contains administration and scoring guidelines. Sub-test descriptions of the Durrell Analysis follow on pages 74-76. The sub-test breakdowns illustrate how reading task demands relate to the pre-requisite skill areas.

Johnny Doe's Durrell

Miss Poppins reviewed Johnny's cumulative records and noted his reading grade level. She knew that this did not give her sufficient information about his needs. It was up to her to administer diagnostic tests, both formal and informal, so that she could determine the actual point in the reading skills sequence Johnny had attained. Only then could she start instruction at the point of breakdown.

DURRELL ORAL READING	DURRELL SILENT READING	DURRELL LISTENING COMPREHENSION
MEASURES - grade level and comprehension of oral paragraph reading. Pronunciation, hesitation, and reading time are noted. The paragraphs are in graded sequence.	MEASURES - comprehension of graded paragraphs read silently. Visual retention of facts is required.	MEASURES - comprehension of stories which are read aloud to the child. Auditory retention of facts is required.
EXAMPLES - Graded paragraphs - comprehension questions	EXAMPLES - Graded paragraphs - comprehension questions	EXAMPLES - Graded paragraphs - comprehension questions
TASK DEMAND Hear and comprehend instructions. Focus visual attention. Perceive and discriminate letters and words. Recognize words from past experience. Recall the verbal counterpart of the written words. Note the sequential order. Make a vocal (reading) response. Comprehend the written material. Retain visual information. Hear and comprehend the question. Make a conceptual-vocal response.	TASK DEMAND Hear and comprehend instructions. Focus visual attention. Perceive and discriminate letters and words. Recognize words from past experience. Recall the verbal counterpart of the written words. Note the sequential order. Comprehend the written material. Retain visual information. Hear and comprehend the question. Make a conceptual-vocal response.	TASK DEMAND Focus auditory attention. Hear and comprehend stories. Have the necessary vocabulary. Retain auditory information. Hear and comprehend the questions. Make a conceptual-vocal response.
DEPENDS ON Auditory Discrimination Visual Discrimination Visual Memory Visual Sequencing Cognition Associative Memory Conceptual-Vocal	DEPENDS ON Auditory Discrimination Visual Discrimination Visual Memory Visual Sequencing Cognition Associative Memory Conceptual-Vocal	DEPENDS ON Auditory Discrimination Auditory Memory Auditory Closure Auditory Sequencing Cognition Associative Memory Conceptual-Vocal

DURRELL WORD RECOGNITION AND WORD ANALYSIS	DURRELL NAMING LETTERS--IDENTIFYING LETTERS NAMED--MATCHING LETTERS	DURRELL VISUAL MEMORY OF WORDS--PRIMARY
MEASURES - sight recognition of graded "flashed" words. Responses are given vocally. Grades one to six.	MEASURES - ability to match, identify and name upper and lower case letters. Used at non-reader to first grade levels.	MEASURES - ability to immediately recall letters and words presented visually. Used for non-readers to grade three.
EXAMPLES- "flashed words": come (grade one) strong (two to six) championship (two to six)	EXAMPLES- Name: D F J H t m s c Identify: the above (if can't name by self) Match: letters (if can do neither of the above)	EXAMPLES- Letters and words are "flashed" and the child must draw a circle around the same letter or word in his record book.
TASK DEMAND Hear and comprehend instructions. Focus visual attention. Perceive and discriminate "flashed" letters and words. Recognize the words from past experience. Recall the verbal counterpart of the written word. Make a vocal (reading) response.	TASK DEMAND Hear and comprehend instructions. Focus visual attention. Perceive and discriminate the letters. Recognize the letters from past experience. Recall the verbal letter "name" Make a vocal response. add (for identifying and matching) Focus auditory attention. Make motoric (pointing) response.	TASK DEMAND Hear and comprehend instructions. Focus visual attention. Perceive and discriminate "flashed" letters and words. Retain image of letter or word. Discriminate letter or word from written choices. Have pencil skill to make circle. Make motoric (drawing) response.
DEPENDS ON Visual Discrimination Visual Closure Cognition Associative Memory Conceptual-Vocal	DEPENDS ON Auditory Discrimination Visual Discrimination Cognition Sensory Integration Conceptual-Vocal or Pointing	DEPENDS ON Visual Discrimination Visual Memory Visual Closure Cognition Associative Memory Drawing

DURRELL HEARING SOUNDS IN WORDS - PRIMARY	DURRELL LEARNING TO HEAR SOUNDS IN WORDS	DURRELL SOUNDS OF LETTERS
MEASURES - the ability to notice the separate sounds in spoken words and then indicate words which begin, end, or begin and end, like the word pronounced.	MEASURES - the severity of difficulty in the perception of sounds in words. Given to children who cannot achieve on the "Hearing sounds in words" subtest.	MEASURES - the ability to say the sound of visually presented letters and blends. Given to non-readers through second grade.
EXAMPLES- In row one put a circle around the word that begins like "fall". In row 10 put a circle around the word that begins like "chair".	EXAMPLES- Teacher teaches the letter sounds of m, s, f. Then the child is asked to point to the one which is at the beginning of "soft, funny, mouse," etc.	EXAMPLES- What does this say?: m ch sw
TASK DEMAND Focus auditory attention. Hear and comprehend the instructions. Perceive and discriminate letter sounds. Focus visual attention. Perceive and discriminate written letters. Recognize the letters. Associate the letter sound with the letter from past experience. Have concept of "same", "beginning", and "end" Have pencil skill to make circle. Make motoric (drawing) response.	TASK DEMAND Focus auditory attention. Hear and comprehend the instructions. Focus visual attention. Perceive and discriminate written letters. Learn to perceive and discriminate letter sound. Learn to associate sound to written letter. Retain sound-symbol relationship. Have concept of "begin with" and "last". Make motoric "pointing" response.	TASK DEMAND Hear and comprehend instructions. Focus visual attention. Perceive and discriminate written letters. Know sounds of letters and blends from past experience. Recall sounds for the letters and blends. Make a conceptual-vocal response.
DEPENDS ON Auditory Discrimination Auditory Memory Visual Discrimination Visual Memory Sensory Integration Cognition Associative Memory Drawing	DEPENDS ON Auditory Discrimination Auditory Memory Visual Discrimination Sensory Integration Cognition Vocal Repetition Pointing	DEPENDS ON Visual Discrimination Cognition Associative Memory Conceptual-Vocal

Miss Poppins tested Johnny with the Durrell Analysis of Reading Difficulty, after first reviewing each of its sub-test demands, pages 74-76. She noted the ones that included pre-requisite skill areas which were likely to cause problems for Johnny. Johnny's Durrell, page 78-80, showed that his auditory memory deficits did affect his performance. He was unable to remember the sounds of letters and to answer comprehension questions about stories read to him. Miss Poppins' interpretation of Johnny's reading skill development follows:

1. Johnny's reading comprehension is better than his listening comprehension since his poor auditory memory is more involved when stories are presented orally.

2. He understands concepts but cannot answer questions given auditorially for the same reason.

3. He can read words flashed to him that he knows, but cannot rely on his poor phonetic analysis skill to help him with unknown words. The same problem occurred when the words were presented in written form with no visual memory involved.

4. Johnny knows letter names but is not aware of sound-symbol relationships.

5. Johnny relies on his meager knowledge of beginning consonent sounds to give him clues to words he doesn't know. But, he will say the first word that comes to mind that begins with that sound without looking through the word to the ending sound to see if it is a logical answer.

6. Johnny relies on his visual-memory of words when reading orally or silently.

7. Johnny is able to perform admirably when writing and matching letters.

Other Reading Measures

Informal Reading Inventories. Analyses of reading errors and levels can also be obtained by the use of informal reading tests such as the Informal Pupil Diagnosis (IPD - Dade County Special Reading Services).

Durrell Analysis of Reading Difficulty

NEW EDITION

BY Donald D. Durrell

Johnny Doe

Oral Reading

1. Time 56 sec. Errors 8 Comprehension Fair

GRADE	(1) L	1 M	1 H	2 L	2 M	2 H
TIME	50	38	30	27	20	15

Muff | is | a | little | yellow | kitten

She | drinks | milk

She | sleeps | on | a | chair

She | does | (not) | like | to | get | wet.

+ 1. What color was the kitten?
+ 2. What does she drink?
− 3. Where does she sleep?
+ 4. Why doesn't Muff like to go out on rainy days?

Silent Reading

1. Time 45 Memories 4

GRADE	1 L	1 M	1 H	2 L	2 M	2 H
TIME	(45)	35	27	24	18	13
MEMORIES		4			5	

Peter is		✓
a big white rabbit.	✓	
He has long ears.		✓
He has a little tail.		−
He can jump and hop.	✓	

Sounds of Letters

INSTRUCTIONS. Ask the child to give the sounds of the letters (small) in the list on the opposite page. Point to each letter in turn and say: "What does this say?"

Errors in Sounds b=d, ch, r=er

Ask the child to give the sounds of the phonograms below. Point to each phonogram in turn and say: "What does this say?"

st	ch	th	wh	sh	dr	tr	cl
fr	sm	pl	tw	fl	sk	sw	gr

Errors in Sounds All but st ch, th and sh

Word Recognition and Word Analysis

GRADE 1 READING LEVEL — LIST A

Flash		Analysis
+	1. you	At
+	2. look	At
+	3. little	At
+	4. me	At
	5. day	boy
	6. tree	three
	7. all	—
+	8. come	At
	9. away	—
	10. are	our
	11. run	ran
	12. father	+
	13. children	chicken
	14. morning	—
	15. sleep	s---
	16. fish	
	17. around	
	18. name	
	19. chair	
	20. live	

Listening Comprehension

GRADE 1 READING LEVEL

The Cat and the Dog

✓ 1. What did the boy have?
✓ 2. What was he going to give her?
— 3. What happened when he called to her?
✓ 4. Where was the cat?
— 5. What was she doing?
— 6. What did the boy do then?
— 7. What happened next?

Learning to Hear Sounds in Words

m	s	f
t	b	ch
l	p	r

LEARNS SOUNDS
- ____ Easily
- ✓ Slowly
- ____ None

NEEDS HELP ON
- ____ Initial Sounds
- ✓ Final Sounds

LEARNING RATE

Number of Words Learned 3

Hearing Sounds in Words — Primary

Johnny Doe

INSTRUCTIONS. Ask the child to draw circles around certain words according to the directions in the Manual.

A.	**padlock**	**vegetable**	**bacon**
✓ **1.**	tranquil	familiar	vagabond
✓ **2.**	matter	rapidity	separated
✓ **3.**	geyser	capitulate	petal
✓ **4.**	deck	temperature	highway
✓ **5.**	wisdom	yacht	volcano
✓ **6.**	gasoline	kaolin	lariat
— **7.**	fault	vein	weight
✓ **8.**	thorough	favor	tattered
— **9.**	broadcast	blizzard	domestic
— **10.**	choice	confer	classic
✓ **11.**	thistles	whirled	wisdom
— **12.**	senator	department	stimulant
✓ **13.**	specimen	caravan	suffer
✓ **14.**	roster	diamond	drydock
✓ **15.**	document	poster	plentiful
B.	**forehead**	**crimson**	**different**
✓ **16.**	crowd	grasp	job
— **17.**	flutter	blood	tug
✓ **18.**	loss	bantam	lynx
— **19.**	locust	hearty	grief
— **20.**	piccolo	fantastic	benefit
C.	**figure**	**fault**	**helmet**
— **21.**	water	workbench	lurch
— **22.**	frontier	frozen	tradition
✓ **23.**	davenport	disease	protect
— **24.**	claimed	glistened	glee
— **25.**	bullet	farewell	bushel
✓ **26.**	helium	happiness	loomed
— **27.**	rusty	radish	foolish
— **28.**	noodles	margin	measles
— **29.**	dreamed	transfer	trampled

SCORE 15 GRADE 1.3

Visual Memory of Words — *Primary*

Johnny Doe

1.	y b d g (f)
2.	m (h) n r t
3.	no on imp (in) nip
4.	saw war as (was) waste
5.	girl (dog) boy dig day
6.	won no (now) mow was
7.	lack clock (black) block dark
8.	frost (first) fast firm trust
9.	slat (last) lost lot blast
10.	jump jest (just) jot must
11.	(clear) clean close climb lean
12.	par park trap party quart dark (part)
13.	(quiet) quick quack point quite question quit
14.	state (elation) tasted station stationed started skating
15.	nomination notion mention (mountain) mountains motion mentioned
16.	quarter portion bracelet (particle) practice practical poultice
17.	obscure (advice) above advise advances dance advance
18.	sure obscure scare (secure) second server cure
19.	(contact) contain contract contracts contacts capital convict
20.	immediate (meditates) mediate mistake meditate material meditative

SCORE 14 GRADE 2.0

Letters (*Naming Letters — Identifying Letters Named — Matching Letters*)

Letters Named — Identified by Name — Matched

1.	D	F	J	H	t	m	s	c
2.	S	W	G	O	f	j	w	d
3.	M	L	B	T	p	n	l	k
4.	C	A	K	V	r	h	g	x
5.	N	Y	E	R	u	e	o	i
6.	I	U	P	X	a	y	b	v
7.	Q	Z	A	C	z	q	o	p

Errors in

1. **Naming Letters**
   - CAPITAL 100%
   - SMALL 100%
2. **Identifying Letters Named**
   - CAPITAL 100%
   - SMALL 100%
3. **Matching Letters**
   - CAPITAL 100%
   - SMALL 100%
4. **Writing Letters**
   - CAPITAL 100%
   - SMALL 100%

Decoding and Comprehension Tests (Dade County Special Reading Services). The areas measured are:

1. Letter names and sounds
2. Vocabulary
3. Vowel sounds
4. Consonant substitution
5. Long vowel sounds and special sounds
6. Prefixes and suffixes
7. Syllabrication
8. Comprehension

The IPD determines instructional (basal) level, frustration level and independent level.

Learning Methods Test. The purpose of this test is to aid the teacher in determining the student's ability to learn new words under different procedures. The four learning methods used are:

1. The Visual Method: Word recognition is taught by stressing the visual appearance, visual clues and other associations of the word.

2. The Auditory or Phonic Method: Word recognition is taught by the sound qualities of words.

3. The Kinesthetic or Tracing Method. Using the Fernald technique, word recognition is taught by tracing, writing and other tactile-kinesthetic procedures.

4. The Combination Method. Word recognition is taught by giving equal stress to the visual, auditory, and kinesthetic approaches.

PPP Decoding Skills Analysis

The PPP Decoding Skills Analysis sheet provides the teacher with a concise inventory of a child's phonetic abilities. As the teacher administers formal or informal reading tests, she checks off the decoding skills at which the child is proficient. This record of behavioral observations can then be used for prescriptive planning. It is important for the teacher to remember that a re-assessemnt of these skills be made periodically, to assure that genuine automatic learning has taken place.

Johnny Doe's Decoding Skills Analysis

Miss Poppins realized that she would have to do an analysis of decoding skills to delineate Johnny's level of attainment in that area. She made an informal inventory of words beginning with single consonant sounds in the initial position using the "PPP" Decoding Skills Analysis sheet as a guide and checked off the ones he knew.

"PPP" DECODING SKILLS ANALYSIS

Name Johnny Doe Sex M Age _____

Grade 2 Date _____ Teacher M. Peggins

1. Single Consonant Sounds

initial position

m	r	t	s	n	l	f	b	h	g	w	d	z	k	v	p	c	y	j		
✓		✓	✓		✓	✓	✓		✓				✓		✓					

final position

m	n	t	p	d	g	l	s	b	f	x	k	z
✓							✓	✓			✓	

2. Short Vowel Sounds

initial positions

a	o	i	u	e
✓		✓		

final positions

a	o	i	u	e

3. Consonant Diagraph Sounds

initial position

sh	th	wh	ch	ph	kn	wr	gn	sc
✓	✓		✓					

final position

ch	tch	ck	ng	nk	ph	gn	gh
✓							

4. Consonant Blend Sounds

initial position

sk	bl	cl	fl	gl	pl	sl	br	dr	fr	gr	tr	sc	sm	sn	sp	st	sw	tw	str	spl	scr	thr
																✓						

final position

nd	ct	nt	mp	sk	sp	ld	lp	lk	lt	ft	pt	ct	rst

5. Long Vowel Sounds

a	i	o	e	u
✓				

6. Long Vowel Digraphs

ē

ee	ea	ie	ei	ey	yy

ā

ay	ey	ai	eigh	ea	ei

ō

oe	oa	ow	oo

ī

uy	ie	igh

yū

ew	ue

ū

wo	o	oo	oe	ew	ue	ui	ool	oo

7. Vowel Dipthongs

au

ou	ow

oi

oi	oy

8. Vowel Plus "r"

er

er	ur	ir	or	ear

ir

ear	eer	ere	ier

er

air	are	ear	ere

or

or	oar	ore	our

ar

ar

She continued in the same manner through the "PPP" Decoding Skills Analysis sheet until she had before her an accurate checklist of Johhny's abilities and needs in that area, page 82 .

Profiling on the PPP Reading Skills Hierarchy

The PPP Reading Skills Hierarchy, page 84, is essentially a summary of skill development based on Kaluger and Kolson, "Reading and Learning Disabilities". Four basic units of paramount importance in developing reading skills are identified as Phonetic Analysis, Structural Analysis, Word Meaning and Comprehension Skills. A task analysis of these units and a grade placement for the teaching of these skills sequentially is delineated. The PPP Reading Skills Hierarchy can be used for diagnostic purposes as well as profiling. The teacher can determine the reading level of the child, where remediation must begin and what must be taught.

The intent here, is not to imply that there is a rigid and absolute order to skill development for all children in learning to read. Although word attack skills may appear sequential to an adult, children do not always learn in a sequential way. They master some concepts before others in a hop, skip and jump manner. Continuous re-evaluation using the sequential hierarchy will enable the teacher to determine where gaps exist and what progress has been made.

Johnny's PPP Reading Skills Hierarchy

Johnny's hierarchy follows on page 84. Miss Poppins filled it out by assessing Johnny's performances on the Durrell and the Decoding Skills Analysis. The specific points she noted are:

1. Johnny is still at the Pre-primer level in his phonetic analyses. There are many gaps in initial consonant knowledge that must be filled in. He is still having difficulty learning the rhyming elements in words without having a picture clue.

2. In structural analysis, Johnny has trouble with word endings, as he tends to see a word as a gestalt, a whole, without seeing the parts within the whole words.

3. Johnny has no trouble understanding the concepts of words or word meanings. He functions at a 2^2 level in this area.

4. His difficulties arise in comprehension when he is asked to follow multiple oral directions (PP level) and to recall story facts presented orally (level 1).

'PPP' READING SKILLS HIERARCHY

Grade Level	Phonetic Analysis	Structural Analysis	Word Meaning	Comprehension Skills
6	Review and Apply	Prefixes: trans-, pre-, fore-, in-, non- / Suffixes: -able, -ance, -ence, -ate, -est, -ent, -ity, -ic, -ist, -like	Enrich Word Meaning	Appreciating Literary Style
5	Review and Apply	Prefixes: in-, anti-, inter-, mis- / Suffixes: -sp, -ours, -ward, -action, -or, -ness, -hood, -al	Use of Dictionary and Glossary	Use Reference Materials
4	Silent Consonants; two sounds of s; hard & soft c and g; diacritical marks; Vowel principles	Hyphenated Words; root words; prefixes; syllabication; accent	antonyms; synonyms; homonyms; figures of speech; sensory appeals in words	Finding Details; organizing and summarizing; reading for information; creative Reading
3^2	Consonants: soft c when before e or i; soft g when before e or i. Vowels: ou, ow, oor, oy, aw, au, followed by r	Plural: f to v when adding es. Contr.: doesn't, you'll, they're. Suffix: ly, ily, compar, superl. Prefix: un means opposite	Homonyms; Synonyms	Problem Solving
3^1	hard and soft c, g; digraphs: ai, ea, ou, ee, ay, ui, ck	Contr.: who's, we're, I'm, aren't, that's, couldn't. Phonograms: oss, ash, ess, ive, ove. Suff.: en, est, ly. Var.Verb: final y to i add ed; drop e adding	Opposites; adding ore, est; words with multiple meaning	detecting mood; relate story to experiences; read pictorial maps; skimming
2^2	Con.Bl.: thr, squ, spr, str. Phono.: ar, er, ir, own, ay, ur, ark, ou, ow. Vow.diff: final e, long & short y	Contract.: it's, I'll, let's, didn't, I'm, that's, don't, isn't. Var.Verb: Drop e add ing; Pl.Noun: Change y to ies	Concept Building ✓	making inferences ✓; seeing cause and effect relationships ✓
2^1	in.: j, x, r, l. final blends: cr, sn, sl, pr, cl. digraph: ai, oa.	Plural Nouns: add s, add es. Varient Verbs: adding es, ing; double cons. add ing, ed	Concept Building ✓	making generalizations ✓; seeing rela. ✓; interpr. pictures ✓
1	Final Sounds: n, d, k ✓, m ✓, r, p. initial blends: st, pl, bl, br, tr, dr, gr, fr	Compound Sounds. Verb forms: adding ed, adding ing	Concept Building ✓	recall story facts; predict outcome ✓; follow printed directions
P	Learn Letter Names ✓: n ✓, l ✓, p ✓, d ✓, ? ✓, r ✓, c ✓	Continuation	Concept Building ✓	forming judgm. ✓; making inferen. ✓; classifying ✓
PP	Auditory Perception of Initial Consonants: b ✓, c, d, f ✓, g ✓, h, l ✓, m ✓, p ✓, r, s ✓, t ✓, w. Rhyming Elements	Plural Nouns (adding s) ✓	Concept Building ✓	asso. text and fict. ✓; fol. oral dir.; main Idea ✓; Det. ails ✓; Seq. uence ✓; Draw Conclu. ✓; See Rel. ati. on ✓

Prescriptive Planning for Reading

A means of facilitating prescriptive program planning is to interpret the process of reading in terms of the PPP Communication Model.

1. Reception involves word recognition and word attack skills using visual, auditory and haptic processing. 2. Association which is based on experiential background involves comprehension and storage of concepts and information acquired through symbolic language. 3. Expression involves the use of symbols through speaking, writing, acting or thinking.

Pre-requisite deficits will lead to specific problems and prescriptions in reading.

Low Auditory Discrimination, Sequencing and/or Closure. This child will have difficulty in comprehending oral directions, stories read to him and record player activities. Learning sound symbol relationships will be especially difficult for him. He is likely to be quite apt at visual tasks and will need visual-haptic tools for remediation.

Low Auditory Memory and Associative Memory. This child's innate difficulties are likely in both short and long term memory. It will be difficult for him to answer comprehension questions after having listened to an oral story since he cannot retain main ideas. Visual materials are preferable for this child.

Low Visual Discrimination, Sequencing and/or Closure. This child is likely to have difficulty distinguishing an object from the general irrelevant sensory background. He will have difficulty keeping his place while he reads. Recognizing and matching letters or words presented in a new situation will be a hard task for this child. Complex reading work-books with crowded pages should not be used. Tracing activities with auditory clues are preferable for this child.

Low Visual Memory and Associative Memory. Disturbances in revisualization causes reading problems when a child cannot recall a symbol or a word he has just seen. It affects spelling and writing even more than reading.

Low Sensory Integration. An exercise requiring combined visual, auditory and haptic input will be difficult for this child. This over-load of sensation will cause frustration and confusion.

Low Cognition and Associative Memory. This child will fail to understand what he has read. He may parrot words from a book but have no comprehension to enable him to make inferences or conclusions.

Low Convergence. This child will have difficulty assessing the factors which several words or stories have in common.

Low Social Comprehension. Making inferences to real life situations from story book characters will be difficult for this child. Fables and Let's Pretend stories will have no meaning.

Low Manipulation. Using alphabet blocks to build words or other manipulative tools may be a hindrance to this child.

Low Copying and/or Drawing. Answering comprehension questions in written form will be difficult for this child. Board work to be copied and work book pages would be a hindrance to him. Simply pointing to a correct answer, or taping his answers to comprehension questions would be more suitable to his needs.

Low Vocal Repetition. Reciting poetry will be difficult unless the child can refer to visual materials.

Low Conceptual-Vocal. Describing a story and answering questions about it verbally will be difficult for this child. He may be able to read the words of the story with no problem.

Functional or Task Analysis

The teacher should be aware of the processing demands that are made on the learner depending on the reading method being used.

Examples of the functional analyses of two representative approaches follow:

1. The Visual Whole-word Method

   Instructional Objective: Given a new word unit in graphic form, the child will say the word name within ten seconds.

   Task Analysis determines that the child

   1. Must attend to the visual stimuli
   2. Must identify the visual stimuli as a word unit in graphic form
   3. Must attend to the auditory stimuli when told the name of the word
   4. Must associate experiential background with the auditory stimuli
   5. Must retrieve the auditory language signal for the graphic word unit
   6. Must be capable of making a motoric, or vocal response
   7. Must respond by saying the word

Independent Objective: Given a word unit in graphic form, the child will say the word name within five seconds.

Task Analysis determines that the child

1. Must attend to the visual stimuli
2. Must identify the visual stimuli as a word unit in graphic form
3. Must associate auditory stimuli with meaning
4. Must retrieve the auditory language signal for the graphic word unit
5. Must be capable of making a motoric or vocal response
6. Must respond by saying the word

2. The Auditory Sound Symbol Method

Instructional Objective: Given a new word unit in graphic form the child will say the word name within ten seconds

Task Analysis determines that the child

1. Must attend to visual stimuli
2. Recognizes the visual stimuli as a word unit in graphic form
3. Must identify the stimuli as a sequence of discrete letters
4. Must have left to right directionality
5. Must attend to auditory stimuli of phonemes presented in graphic form
6. Must retrieve the phoneme for each grapheme
7. Must recall the phonemes in temporal sequence
8. Must blend the phonemes into auditory language
9. Must respond by saying the word

Independent Objective: Given a word unit in graphic form, the child will say the word name within five seconds.

Task Analysis determines that the child

1. Must attend to visual stimuli
2. Recognizes the visual stimuli as a word unit in graphic form
3. Must identify the stimuli as a sequence of discrete letters
4. Must have left to right directionality
5. Must retrieve the phoneme for each grapheme
6. Must recall the phonemes in temporal sequence
7. Must blend the phonemes into auditory language
9. Must respond by saying the word

Prescribing Reading Methods

Various methods emphasize the different aspects of the reading process. Research has shown that there is no one best method for teaching reading and there is no one best remedial or corrective method. But, there is a best method for a given learner or a special segment of the learning disabilities population. The teacher faced with this special child must look at many methods. She must consider a variety of possibilities, each of which might have some merit and validity in a specific teaching situation. It is not possible to survey all methods of remediation, but following are some of the important ones. It should be noted that traditional visual and auditory approaches to reading differ particularly in the order of presentation.

The Visual or Whole-Word Method emphasizes word meaning and the recognition of the word through:

(1) The word's general configuration - its length, it general appearance, and contour.

(2) The word's identifying characteristics - its more subtle features.

The Visual Approach follows this order:

(1) The child should exhibit a basic competence in the language he will be reading.

(2) The child should acquire a basic "Sight Vocabulary" by recognizing printed words from their total configurations and from picture clues.

(3) The child should learn that letters in words are sequenced from left to right.

(4) The child should learn to recognize, discriminate and name letters of the alphabet.

(5) The child should learn to separate a word presented orally into its component sounds.

(6) The child should learn to blend sounds into spoken words.

(7) The child should learn the letter-sound values and all its variations.

The Auditory or Sound-Symbol Method of teaching reading emphasizes decoding through:

(1) The process of separating a word into its component sounds

(2) The blending of sounds into spoken words.

The Auditory Approach follows this order:

(1) same as 1 above

(2) same as 5 above

(3) same as 6 above

(4) same as 4 above

(5) same as 3 above

(6) same as 7 above

(7) same as 2 above

Kinesthetic Methods. These approaches differ in effectiveness from child to child in our learning disabilities population because of (1) what is inherent in the learner and (2) the external demands of the sequence.

Traditional approaches to teaching reading frequently need supplemental methods to effectively remediate the extremely disabled reader. The kinesthetic method places emphasis on an integrative approach using a combination of tactual with audition and vision.

The two most frequently used kinesthetic techniques are:

(1) The Fernald Tracing Method. The steps in the Fernald method vary from word tracing to word analysis and are determined somewhat by the ability and progress of the child. At the lower ranges of achievement, the child selects a word that he wishes to learn. The teacher writes the word on paper in large script or print. The child may even dictate a sentence such as, "I like my mother." The teacher records

this on paper. There is little or no control over vocabulary. The child then traces each word with the forefinger, saying each part of the word as he does the tracing. The process continues until the child can write the word without the benefit of the copy. The child's fingers must make contact with the paper as he traces. Words thus learned are later typewritten and then included in stories for the child to read. As new words are learned, they are collected by the child in an alphabetical file. As the child advances, tracing may cease entirely, but pronouncing the word while writing is always an essential feature. To summarize, the kinesthetic method develops through four stages:

A. Tracing, calling, and writing the word. The teacher writes the word for the child in large print, perhaps on the chalkboard. The child traces the word, pronouncing the word in syllables as he traces. Then the child tries to write the word, repeating steps one and two if he unable to do so.

B. Writing without tracing. Gradually the child attempts to write new words without having to trace them.

C. Recognizing without tracing. The child gradually comes to recognize the word on sight. He learns the printed word by saying it to himself before writing.

D. Word Analysis. The child is taught to break the words into smaller parts. He now recognizes words by their similarities to words that he already knows.

(2) The Gillingham Alphabetic Method. This technique "is based upon the constant use of association of all of the following: how a letter or word looks, how it sounds, how the speech organs or the hand in writing feels when producing it." Gillingham offered the model of an equilateral language triangle with the V (visual), A (auditory), and K (kinesthetic) elements at its points, connected by lines to illustrate the six language linkages. These various linkages are taught in the following manner:

A. Visual-Auditory-Kinesthetic (Speech). The pupil is shown the printed letter symbol and repeats its name after the teacher. When this is mastered, the sound is made by the teacher and repeated by the pupil. The child's feel of his own speech organ provides the kinesthetic element. (If there is poor auditory

discrimination or speech defect, this will require special attention.)

B. Visual-Kinesthetic (Writing). The pupil watches while the teacher makes the letter and explains its form, orientation, starting point, direction of strokes, etc. He then traces over the teacher's model. (Beginners and pupils with poor manual control may continue tracing for several weeks.) The next step is to copy, then write from memory, finally write with eyes closed or averted.

After these fundamental associations are established, the linkages are strengthened by various stimulus-response drills:

(1) Teacher shows phonogram - pupil gives its name.

(2) Teacher forms symbols with pupil's hand while he looks away - pupil gives the letter name.

(3) Teacher dictates name - pupil writes letter.

(4) Teacher gives name - pupil responds with sound orally.

These drills are repeated with substitution of the letter sound for the letter name. The most important linkages in the ordinary reading and spelling case are those which enable the pupil to translate the printed letter into its sound as the basis for reading and to give the letter name or write the letter for spoken sound as the basis for spelling. The other drills usually can soon be dropped. The inclusiveness and flexibility of the method are indicated in its author's simple statement that "daily observation will enable the teacher to know when other linkages need to be stressed in a special case."

The kinesthetic method is time-consuming, but it has many advantages. It teaches left-to-right orientation, and the sound of the word is associated with the visual stimulus. The child seems to acquire phonic skills without having formal training and he develops skill in syllabication. The method requires almost constant direction from the teacher.

Learning Styles

It is recognised that children with specific learning disabilities not only vary according to sensory modality preference, but also vary in learning styles. These can be conceptualized by the teacher as an analytic - synthetic dimension. The analytic style involves the ability to break a whole Gestalt into its component parts in order to study it carefully. The synthetic process involves combining parts into a meaningful whole. As an example, it should be noted that the Visual-Whole Word Method of teaching reading is basically an analytic approach. Of concern to the L.D. teacher is the child whose greatest strength is in the Visual area but does not have an analytic style of learning. For this child, integrative methods utilizing the kinesthetic pathways will be essential.

One way of determining the learning style is to examine performance on the Block Design and Object Assembly subtests of the WISC and the Sound Blending and Visual Closure subtests of the ITPA. Block Design and Visual Closure are considered indicators of analytic learning styles. Object Assembly and Sound Blending are indicative of synthetic learning style.

Approaches to Reading Instruction

Basal Readers are based partly on the intepretation of research findings, partly on theory, partly on the combined experience of classroom teachers, and partly on faith and belief of the following principles:

1. The process of reading should immediately include word recognition, comprehension and interpretation, appreciation and application

2. The child should start with "meaningful reading" of whole words geared to his own experiences and interests with silent reading stressed from the beginning.

3. After the child recognizes fifty sight words, he should begin to study the relationship between the sounds and letters representing them. However, before and after instruction in phonics is begun, the child should be encouraged to identify new words by picture and meaning clues.

4. Instruction in phonics is spread over the six years of elementary school.

5. Drill in phonics should be integrated with meaningful connected reading not practiced in isolation. The child should not isolate sounds and blend them into words, but should identify words thru a process of visual analyses and substitution.

6. The words in pupil readers through grade 3 should be repeated often and controlled on a meaning-frequency principle.

7. All children should go through a readiness period in first grade.

8. Children should be instructed in small groups.

Linguistic Readers are based on the scientific study of the nature of language. Initial emphasis is on learning the "code" or the alphabetic principle. Reading instruction is begun by teaching the child the printed equivalents for his oral vocabulary using words that are spelled regularly, from which the child can discover the relationship between the sounds and the letters, e.g., Nan, Dan, fan, man.

Phonic Readers teach phonics more directly, teach it early and cover more ground. They are frankly "synthetic" in that they teach the child the letters representing certain sounds that are then blended to form words.

Experience or Individualized Reading recognizes that a child's interest is a great motivating factor in learning. Self-selection reading or original stories provide sustaining interest which helps him to learn and master any necessary skills to complete the experience.

To be a competent "diagnostic" teacher, the Learning Disabilities Specialist must thoroughly understand the nature of the child and his areas of strength and weaknesses. Keeping in mind what the child has intact, what the reading process is, and what special methods are available, the teacher should be able to plan and implement an effective prescriptive program.

Reading can be taught to the learning disabled child despite his perceptual and cognitive impairments by utilizing teaching methods which minimize the disturbing aspects of his handicaps. Although strengthening of deficit areas is an important part of a prescriptive L.D. program, the child can also be taught to circumvent or compensate for his deficiencies by using associational clues and mnemonic devices which are derived from his areas of strength.

Prescribing for Johnny Doe

Combining her knowledge of Johnny's reading grade level and skill attainment, she then refreshed her memory about the methods and approaches to teaching reading, including their task demands, pages 88-93, so that she could select a method of remediation suited to Johnny's needs and styles of learning. She made an educational decision for teaching Johnny based on his strengths and weaknesses in pre-requisite skills, the task demands of the method, and his reading needs. She listed them as follows:

1. Initially teach Johnny a basic sight vocabulary using the visual-sight-word approach, since his visual areas are the strongest.

2. A linguistic reading series should be used, as Johnny will be visually able to remember word families while learning beginning sounds. A basal reader would not develop his phonic ability as easily as one that emphasizes the "breaking of the code."

3. A VAKT, visual-auditory-kinesthetic-tactile, method will help Johnny learn sound-symbol relationships by using his areas of strength. This will help Johnny learn synthetically, although he is basically an analytic learner.

4. Experience charts and original stories will help motivate Johnny to want to read.

5. High-interest, low vocabulary (at Johnny's reading grade level) books will stimulate his interest in reading.

Since Johnny needed strengthening in the decoding skills area, Miss Poppins felt she should start instruction at this point. By using color to emphasize the letter and its position, she decided to use Johnny's strong visual channel to help him associate the sound with the symbol. Dr. Bannatyne's "Psycholinguistic Color System" seemed to be an ideal program for Miss Poppins to use. Besides using color for his visual strengths, it incorporates writing and tracing activities. Since the fine motor areas were also part of Johnny's strengths, this would help strengthen the association between the visual symbol and its sound.

Miss Poppins realized also that she must devote time to elevating Johnny's comprehension level by using visual clues and mnemonic devices when stories were read to him.

At last Miss Poppins was ready to implement an individualized reading program that she felt would be effective for Johnny Doe.

Mathematics

When prescribing for disorders of quantitative operations, it is necessary to make a distinction between the terms "arithmetic" and "mathematics". Mathematics is considered a symbolic language whose practical function is to express quantitative and spatial relationships, while its theoretical function is to facilitate thinking. Arithmetic is the branch of mathematics that deals with real numbers and their computation. Consequently, the abstractness of mathematics and the concreteness of arithmetic require different cognitive abilities.

Receptive, Associative and Expressive skills are pre-requisite to the development of quantitative abilities. The child must first receive auditory, visual and haptic stimuli and be able to retain them in sequential order. Perceptual discrimination and closure are also required. Then the nonverbal experience of quantity, space, form, distance, order and time must be associated with the symbolic quality of numerals.

Finally, using the language of mathematics, the learner must express ideas of quantity, space and order in written or verbal form. Therefore, failure to learn mathematics may be due to the lack of various perceptual, cognitive or expressive pre-requisites.

When a child has not acquired basic concepts and abilities in mathematics, the teacher is confronted with the task of determining what skills still need to be taught and what approach should be used in presentation.

Diagnosing Arithmetic Difficulties

The Wide Range Achievement - Arithmetic Level I. This standardized arithmetic achievement test helps the teacher determine grade level performance in various arithmetic areas. It contains two sections; one oral and one written. The oral part consists of counting dots, reading digits, showing how many fingers, telling which number is more, and three oral addition and subtraction problems.

The written part consists of 43 computational problems. Diagnostic information is derived from formal test situations only when the teacher analyzes the mistakes students made when working their problems.

Operational Assessment. Additional information about the kinds of operational errors being made can be derived through informal means. An informal evaluation should include tests which will indicate the processes the child uses at various levels of difficulty. The sequence of test problems from basic fundamentals to higher levels of skill, provides a clue to the exact location of confusion in computational operations. An example of an informal diagnostic test follows on page 99.

Oral Questioning is another informal diagnostic technique. Having the child explain his reasoning methods aloud can reveal the kinds of mistakes being made and the processes being used.

Fundamental Skill Assessment. An important part of the diagnostic process is to assess the development of the fundamental skills precursive to subsequent instruction in arithmetic.

Informally using manipulative material, the teacher can determine these requisite skills.

1. Language of Arithmetic (All, some, less, subtract, add, etc.)
2. Classification (color, size, shape, use, etc.)
3. Correspondence (Matching objects similar and dissimilar)
4. Conservation (Number and size remain the same regardless of change in arrangement)
5. Reversibility - Replacing units in their former configuration without changing their characteristics or relationship to other units.
6. Ordering - Seriation - according to length from smallest to largest
7. Associating number with appropriate numerals

When difficulties are evident in these foundation arithmetic areas, it is necessary to determine functioning in the even more fundamental pre-requisite skills area of the PPP, such as visual and auditory discrimination, visual and auditory memory, auditory-visual integration, perceptual-motor ability, etc.

Profiling on the PPP Math Checklist

Designed as an aid to prescriptive planning, the PPP Math Checklist enables the teacher to check a child's abilities in the basic arithmetic processes along a developmental sequence after formal and informal testing. Each step is marked off only after it has become an automatic skill for that child.

Johnny Doe's Math Profile

Miss Poppins administered the Wide Range Achievement Test, arithmetic section Level I, to Johnny. (See page 97.) He passed the oral part with flying colors getting every answer correct. The twenty points he earned were added to the six points he received on the written part. His total of 26 points gave him an arithmetic grade level of 2.8. This indicated adequate performance for arithmetic, but Miss Poppins knew that she would have to fill in any gaps along the math developmental scale that may cause Johnny difficulty later. She used the written section of Johnny's WRAT Arithmetic test to fill in the "PPP" Diagnostic Math Checklist, page 98 .

Knowing that she would need additional information about the kinds of operational errors Johnny was making, Miss Poppins designed an informal diagnostic addition test, page 99. Johnny's performance on that test verified the WRAT arithmetic test. Johnny needed instruction on renaming. When numbers added were over ten, he did not add the ten's figure to the ten's column.

Johnny Doe's Wide Range Achievement Test

Page 2. Arithmetic
LEVEL I, Oral Part

41 17 9 5 3 3 Fingers, 8 fingers. 9 or 6? 42 or 28? 17

3 pennies, spend 1 ? 2 ; 3 + 4 apples? 4 ; 9 marbles, lose 3? 6 20

Written part.

$1 + 1 =$ 2 $4 - 1 =$ 3

$\begin{array}{r} 6 \\ +\ 2 \\ \hline 8 \end{array}$ $\begin{array}{r} 5 \\ -\ 3 \\ \hline 2 \end{array}$ $\begin{array}{r} 32 \\ 24 \\ +\ 40 \\ \hline 96 \end{array}$ $4 \times 2 =$ 6 $\begin{array}{r} 23 \\ \times\ 3 \\ \hline 26 \end{array}$ $\begin{array}{r} 29 \\ -\ 18 \\ \hline 11 \end{array}$ $\begin{array}{r} 75 \\ +\ 8 \\ \hline 73 \end{array}$ 26 29

$\begin{array}{r} 452 \\ 137 \\ +\ 245 \\ \hline \end{array}$ $6 \div 2 =$ ____ $\begin{array}{r} \$62.04 \\ -\ 5.30 \\ \hline \end{array}$ $1\frac{1}{2}$ hr. = ____ min. $6\overline{)968}$

$\frac{1}{3} + \frac{1}{3} =$ ____ 35

$\frac{15}{5} =$ ____ $\frac{7}{9} - \frac{5}{9} =$ ____ $\begin{array}{r} 823 \\ \times\ 96 \\ \hline \end{array}$ $\begin{array}{r} 4\frac{5}{6} \\ 3\frac{1}{3} \\ +\ 2\frac{1}{2} \\ \hline \end{array}$ $\frac{2}{5}$ of 35 = ____

$\frac{1}{2}$ yd. = ____ in. $1\frac{3}{4} =$ $\frac{\quad}{4}$ 42

$27\overline{)384}$ $\frac{3}{4}$ yr. = ____ mo. Multiply: 7.96 × 30.8

$\frac{2}{3} =$ $\frac{\quad}{12}$ $\begin{array}{r} 5 \\ -\ 1\frac{1}{3} \\ \hline \end{array}$ $2\frac{1}{3}$ doz. = ____ 48

Which is more?
$\frac{7}{8}$ or $\frac{13}{15}$ Ans. ____

Find the average of
24, 18, 21, 26, 17
Ans. ____

Write as a percent
$\frac{3}{4} =$ ____%

$4\frac{1}{5} \times 3\frac{1}{3} =$ ____ 52

$\frac{3}{10} \div \frac{3}{4} =$ ____ $\frac{8}{9} \times \frac{9}{4} \times \frac{1}{2} =$ ____

Write as decimal:
$\frac{2}{3} =$ ____ 20% of 120 = ____ 56

$8.2\overline{)62.703}$

Change to familiar numerals:
M C X L II = ____

$(-5)(+9) =$ ____

$6^2 =$ ____ 60

Find interest on
$300 at $4\frac{1}{2}\%$ for 7 mo.
Ans. ____

Solve:
$y + (9 - 8y) = 65$
$y =$ ____

Find square root: $\sqrt{3\,34.89}$ 63

Arithmetic—Level I—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.5	8	Kg.1	15	Kg.9	22	2.1	29	3.6	36	5.3	43	8.7	50	10.0	57	14.9
2	N.8	9	Kg.2	16	Gr.1.0	23	2.2	30	3.9	37	5.5	44	7.0	51	10.7	58	15.6
3	Pk.1	10	Kg.3	17	1.2	24	2.4	31	4.2	38	5.7	45	7.2	52	11.4	59	16.3
4	Pk.2	11	Kg.4	18	1.4	25	2.6	32	4.5	39	5.9	46	7.6	53	12.1		
5	Pk.4	12	Kg.5	19	1.6	26	2.8	33	4.7	40	6.1	47	8.2	54	12.8		
6	Pk.6	13	Kg.6	20	1.8	27	3.0	34	5.0	41	6.3	48	8.8	55	13.5		
7	Pk.8	14	Kg.7	21	1.9	28	3.2	35	5.2	42	6.5	49	9.4	56	14.2		

"PPP" DIAGNOSTIC MATH CHECKLIST

(Basic Processes)

Name Johnny Doe Date _____

Grade 2 Teacher M. Poppins

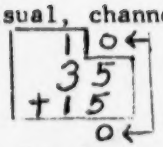
1. Quantity of concrete objects	✓	29. Renaming twice, 4 addends	
2. Sequence 1-10	✓	28. Same, with decimals	
3. Sequence 11-20	✓	29. Multiplication facts	
4. Basic Addition Facts 1-10	✓	30. Renaming to ten's place	
5. Basic Addition Facts 11-20	✓	31. Renaming to ten's and hundred's place	
6. Basic Subtraction Facts 1-10	✓	32. Multiplying cents	
7. Basic Subtraction Facts 11-20		33. Multiplying 3 place numbers	
8. Two digit addends, no renaming	✓	34. Same - with decimals	
9. Three digit addends, no renaming		35. Multiplying 4 place numbers	
10. Two digit addends with renaming		36. Same with decimals	
11. Column addition - ones	✓	37. Multiplying by 2 or more tens	
12. Column addition - over ten	✓	38. One place multiplier	
13. Column addition - with renaming		39. Two place multiplier	
14. Two digit minuend, no renaming	✓	40. Multiplying by 2 or more hundreds	
15. Three digit minuend, with renaming		41. Three place multiplier	
16. Two digit minuend, with renaming		42. One place dividend, no remainder	
17. Three digit minuend, with renaming		43. Two place dividend, no remainder	
18. Renaming to tens	✓	44. With remainders	
19. Renaming to hundreds		45. Inexact division in ten's place	
20. Renaming tens		46. Zeros in quotient	
21. Renaming hundreds		47. Division, dollars, cents	
22. Renaming tens and hundreds		48. Money	
23. Two place number from a 3 place number		49. Simple addition and subtraction (fraction)	
24. Subtracting from zeros		50. Common denominator	
25. Subtracting money		51. Multiplying fractions	
26. Renaming twice, 3 addends		52. Mixed fractions	

Miss Poppins' Informal Diagnostic Addition Test

Name _____ Date _____ Grade _____

(1 digit addends)	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$
(1 digit addends) column addition	$\begin{array}{r} 6 \\ 4 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 6 \\ +4 \\ \hline \end{array}$
(2 digit addends) No renaming	$\begin{array}{r} 52 \\ +34 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ +27 \\ \hline \end{array}$
(3 digit addends) No renaming	$\begin{array}{r} 342 \\ +135 \\ \hline \end{array}$	$\begin{array}{r} 616 \\ +352 \\ \hline \end{array}$	$\begin{array}{r} 524 \\ +441 \\ \hline \end{array}$
(2 digit addends) with renaming	$\begin{array}{r} 26 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ +37 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ +35 \\ \hline \end{array}$
(Column addition) No renaming	$\begin{array}{r} 24 \\ 40 \\ +53 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ 11 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 380 \\ 406 \\ +212 \\ \hline \end{array}$
(Column addition) with renaming	$\begin{array}{r} 13 \\ 36 \\ +55 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ 23 \\ +37 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ 17 \\ +26 \\ \hline \end{array}$

Using Johnny's strong visual, channel, Miss Poppins made some



ditto pages with visual cues for Johnny to use until this skill would become automatic.

Prescriptive Planning for Arithmetic

When designing an adequate prescriptive program it is necessary to interpret the mathematical process in terms of the PPP Communication Model.

1. Reception involves the assimilation and integration of nonverbal experiences using visual, auditory and haptic processing.

2. Association involves the association of numerical symbols with experiences.

3. Expression involves expressing ideas of quantity, space, and order by using the language of mathematics.

Pre-requisite deficits in any of these areas will lead to specific problems and prescriptions in mathematics.

Low Auditory Discrimination, Sequencing and/or Closure. This child will have difficulty in comprehending arithmetic problems presented verbally. Word problems will be especially difficult for him. He is likely to be quite able to compute visual problems and utilize visual-haptic tools such as Cuisenaire rods.

Low Auditory Memory and Associative Memory. This child has a reauditorization problem with difficulties possible in both long or short term memory. It may be difficult for him to remember name tables or to work out an oral story problem since he cannot hold the facts in his mind. Visual materials are preferable for this child.

Low Visual Discrimination, Sequencing and/or Closure. Number work, as well as reading, will be affected by visual-perception problems. While a child might understand the numeral 2, he might not be able to solve problems in which "two" is written out. Complex work-books or ditto arithmetic sets are difficult for this child.

Low Visual Memory and Associative Memory. Disturbances in revisualization may cause inversions, rotations, and distortions of numbers. This child may not remember the sequence of numbers as well. Blackboard copying exercises should be avoided.

Low Sensory Integration. This child should not be presented with exercises requiring combined visual, auditory, and haptic input.

Low Cognition and Associative Memory. This child may fail to understand mathematical principles and processes. It may be difficult for him to readily distinguish differences in shapes, sizes, amounts, lengths and distances. "New Math" would be impossible for him to comprehend. Rote drill is his best chance for success.

Low Divergence. This child may understand a math problem but may be unable to utilize his computational knowledge in different situations. He will find it difficult to figure out the correct mathematical process to use in a new context.

Low Convergence. This child will find it difficult to integrate similar mathematical processes or to assess the factors which several problems have in common.

Low Social Comprehension. This child will find complex word problems difficult.

Low Manipulation. Cuisenaire rods or other manipulative tools may be a hinderance to this child.

Low Copying and/or Drawing. This child may be able to comprehend math problems but may be unable to provide the correct answers in written form. He may also be hampered by having to copy problems from the board or by work books involving a good deal of pencil skills.

Low Vocal Repetition. This child may find it difficult to retain and repeat auditory rote drill. Visual materials are preferable for him.

Low Conceptual-Vocal. This child may be unable to provide a complex vocal response to a mathematical problem. He may understand an arithmetic process but not be able to describe it easily.

An awareness of the processing demands being made on the learner by any mathematical problem is imperative when working with learning disabled children. The following is an example of such a task analysis.

Behavioral Objective: Given the number problem 3 + 2 in graphic form, the child will respond with the answer in ten seconds.

Task Analysis determines that the child

1. Must attend to the visual stimuli 3 + 2
2. Must identify the visual stimuli as a number unit in graphic form
3. Must associate the stimuli with meaning

Numeral 3 stands for three objects
Numeral 2 stands for two objects
+ means add group of 3 and 2 together

4. Must retrieve auditory language symbol for the graphic number unit.

5. Must be capable of making a motoric or vocal response

6. Must respond by saying or writing the numeric answer

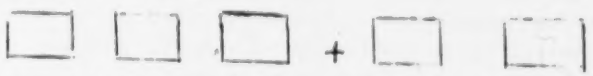
Task analysis implies looking at the process as well as the product. As an example:

A teacher might ask a child, "What is 3 + 2?"

The child answers, "6."

The teacher, "No. It is not 6."

If a teacher just responds with the answer, she will not know if the child really understands. This is where the analysis should take place. The teacher should see if the child knows what 3, 2, and + are. She should use concrete examples as:



Since counting comes before addition, the child should be asked to count the squares. Before counting comes sequencing, so it may be necessary to go back to exercises involving sequencing.

In other words, the teacher must break the mathematical problem into its most minute parts to determine where the breakdown occurs. She must be aware of the level of pre-requisite skills functioning within the learner. Then she must discover through oral verbalization, the erroneous methods being used by the child to derive his answers. By starting with very simple problems in each of the fundamental mathematical processes and progressing in difficulty to the point where the child is unable to respond, the teacher knows where to start instruction. Then, using her knowledge of the child's unique learning style and strengths, she will be able to prescribe an effective arithmetic program suited to his individual needs.

Arithmetic Methods

In education today, the goals of mathematics are being examined. The need for deeper quantitative insights is being realized while superficial rote learning that often takes place is being abandoned. Exploration and discovery methods are being provided so that learning will occur through manipulative experiences, relationship analysis, pattern finding and

generalizations formulated. Emphasis is on understanding the structure of the number system, how it operates in various number processes, the ability to communicate ideas involving quantitative relations and the development of appreciation for the role of mathematics in a time of rapid social change.

It is obvious that children with poorly developed associative skills will be the most severly handicapped by this new emphasis.

Most of the current references on the teaching of arithmetic mention three basic theories of instruction.

Drill assumes that "learning" or conditioning takes place by recitation of abstract combinations or processes with little or no reference to real life experiences.

Incidental learning assumes that genuine learning is derived from immediate felt need. Arithmetic is taught only as situations involving number relationships naturally occur.

Meaning with emphasis on the structure of number is based on the assumption that an understanding of arithmetic relationships is needed before application can be made to the solution of social problems. This theory applies direct methods of demonstration, deduction, and rationalization.

Meaning with emphasis on the function of number applies inductive or discovery reasoning which uses active personal experiences as the means of developing principles.

The teacher is faced with the task of determining the best method for a given learner based on his perceptual and cognitive abilities. Following are some approaches to teaching number concepts.

1. Verbal Methods (drill). This approach supposes that mathematical concepts are built mainly on spoken and written symbols. By manipulating these symbols, through oral or written repetition, understanding of the underlying ideas would occur. For example, "one and one are two, two and two are four."

2. Visual Perception and Imagery Methods. In essence, the child is presented with a series of objects grouped together in space. The use of visual, kinesthetic and tactile perceptions help develop a correspondence between the physical structures of the numbers they evoke.

After ample experience with the physical structure, the mental structure remains in the mind when the apparatus is no longer needed. Montessori and Stern based their systems of teaching arithmetic on this general approach.

3. Activity Methods. This method poses that the child's intellectual development takes place by his undergoing relevant activity rather than remaining passive while being instructed by the teacher. The activity method is often utilized in the "Environmental Approach" which affords the child freedom to choose those activities which are purposeful to him. Dewey, Piaget and Cuisenaire maintain that the handling and manipulation of materials aid the child in making abstractions and in appreciating the significance of the operations performed with the materials. A concept is achieved more rapidly if the individual receives many different perceptual impressions (visual, auditory and haptic) that illustrate it.

Prescriptive Planning in Arithmetic for Johnny Doe

Miss Poppins noted that Johnny had gaps in his math profile that needed filling in. She would have to teach him subtraction facts from 11-20. Using her knowledge about his auditory pre-requisite deficits, she knew that she would have to teach him through a meaningful approach with emphasis on the structure of numbers by using the Visual Perception and Imagery Method. Miss Poppins decided to use the Stern system of teaching arithmetic to Johnny. She would allow him to use counters, rods and an abacus to develop his skill in arithmetic. She, herself, would use arrows, colors and shapes to give him clues through his strong visual channel.

Writing

Writing, a highly complex process, is a visual symbol system for expressing thoughts, feelings, and ideas which represents experience. Disorders of written language may be due to perceptual and/or cognitive deficits. The learner requires the visual and auditory stimulus processing ability necessary for spoken and written language. He must have developed the visual-motor integration necessary for forming and structuring letters. Finally, the learner must have acquired the cognitive functions needed to select and organize his thoughts into meaningful sentences.

There are so many causative factors which might interfere with writing, that this area presents a major problem in assessment. Comprehensive knowledge of the child's basic pre-requisite integrities, in the language communication model of the PPP, combined with his functioning in Reading is of paramount importance in ascertaining factors contributing to this disorder. A systematic examination of all these factors must be made by either formal or informal means.

Diagnosing Writing Difficulties

The Durrell Analyses of Reading Difficulty (Handwriting Subtest) was selected as a means of diagnosing handwriting ability since it was already being used as the diagnostic reading instrument. In this subtest, the words are written from memory and letters are copied at a Grade I level. At the Grade II level, a paragraph is copied and timed. Norms and a check list of difficulties in handwriting are provided. The teacher is to determine the speed of writing, letter formation, position of hand, pencil, paper and body, and the height, spacing and slant of the letter. She is also to note the hand being used for writing. See Johnny's Durrell Handwriting Test, page 106 .

PPP Writing Test was developed to enable teachers to pinpoint the level of writing functioning a child has attained based solely on his near-point copying ability. The test progresses developmentally from shapes, to partial letters, to lower and upper manuscript letters, to lower and upper cursive letters, to single and multiple numerals, to single two-letter words up to single six-letter words (manuscript then cursive) to a manuscript sentence and finally, a cursive sentence.

(1) Administration. This test can be administered individually or to an entire class. The child and/or teacher are to fill in the information at the top of the test. The child is then directed to place his finger on Row 1, the first row of figures to be copied. He is instructed to copy the figures into the empty space provided beneath the figures exactly as he sees them. Teacher says pointing: "This one here, this one here," and so on to the end of the row. The same procedure is used for Row II, III, IV, V and VI. There is no time limit for this test.

Johnny Doe

Durrell Analysis of Reading Difficulty

Visual Memory of Words, Spelling, and Handwriting

INSTRUCTIONS. For these tests ask the child to write certain words according to the directions in the Manual.

Visual Memory of Words — Intermediate

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SCORE _____ GRADE _____

Phonic Spelling of Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SCORE _____ GRADE _____

Spelling Test

1. ✓ run
2. wuk
3. bak
4. ✓ look
5. cal
6. ar
7. dan
8. her
9. tim
10. nid
11. pap
12. bok
13. tern
14. m
15. mrk
16. p
17. –
18. –
19. –
20. –

SCORE 2 GRADE low first

Norms for Visual Memory and Phonic Spelling of Words

GRADE	VISUAL MEMORY	PHONIC SPELLING
4	5	7
5	7	9
6	9	11

Norms for Spelling Test

GRADE	LIST 1	LIST 2
2	8	—
3	12	6
4	16	9
5	—	12
6	—	15.

Norms for Handwriting

GRADE	2	3	4	5	6
LETTERS PER MINUTE	25	35	45	55	65

CHECK LIST OF DIFFICULTIES

VISUAL MEMORY

- ___ Omits letters; syllables
- ___ Adds letters; syllables
- ___ Marked insecurity

PHONIC SPELLING

- ___ Omits sounds; syllables
- ___ Adds sounds; syllables
- ___ Incorrect sounds used
- ___ Marked insecurity

CHECK LIST OF DIFFICULTIES IN SPELLING

- ___ Omits sounds; syllables
- ___ Adds sounds; syllables
- ___ Incorrect sounds
- ___ Slow handwriting

CHECK LIST OF DIFFICULTIES IN HANDWRITING

- ___ Speed too slow
- ___ Poor letter formation
- ___ Poor position: hand, pencil, paper, body
- ___ Irregular: height, spacing, slant

HAND USED ✓ Right ___ Left

Young children who have not been taught cursive writing are still required to complete the cursive portions of the test to the best of their ability. This serves the teacher as an indication of the child's readiness to begin cursive instruction.

(2) Scoring. In order to establish appropriate cut-off points, the PPP Writing Test was standardized on one hundred and fifty elementary school children, ages 6-12, including 45 children with specific learning disabilities. It should be kept in mind that this instrument is intended as a sample of the child's best writing performance rather than of his typical production. The child's age must be taken into account in scoring due to the development of eye-hand coordination as the child matures. Above the age of 9, the child is expected to be able to adhere to the exactness of the sample figure.

One point is credited for each figure or group of figures in a given square that is an adequate replica of the sample, taking the child's age into consideration. Five points is given for a correct replication of a total sentence. One point is taken off for each inaccurate letter up to five errors, in a complete sentence.

A total of ten points may be earned for each Section, I-VI. A total score of 60 points is the maximum that can be earned. Fifty points or above is considered adequate performance. Rather than the score itself, the most important information for the teacher is the specifics of the child's writing production which can help her decide on the appropriate writing instruction for the child.

Johnny Doe's Writing Data

Looking at Johnny's Durrell Handwriting test, page 106, Miss Poppins noticed that his preferred style of writing was manuscript. The letters were well formed and spaced. He used his right hand at a speed considered normal for his grade level. Since Johnny was only eight years old, he was not required to have exact replicas.

In order to derive more information about Johnny's developmental level of writing, Miss Poppins administered the "PPP" Writing Test, page 108. Johnny's score of 57 indicated adequate performance on near point writing tasks.

Profiling on the PPP Writing Check List. Since formal standardized tests do not assess all possible factors contributing to disorders in writing, the teacher should evaluate performance on specific tasks and note them on the check list. An example of the PPP Writing Check List follows, page 111. Profiling writing skills in this manner will delineate the child's strengths and weaknesses in this area.

"PPP" WRITING TEST

Name Johnny Date 9/15/72 Age 8 Total Score 57

I. Score 9

△	○	□	◇	⟶
△	○	□	◇	⟶

L	7	⅄	V	E
L	7	⅄	V	E

II. Score 10

p	s	f	a	h
p	s	f	a	h

D	F	J	W	G
D	F	J	W	G

III. Score 10

b	f	g	m	p
b	f	g	m	p

W	D	E	N	K
W	D	E	N	K

IV. Score 9

9	6	5	3	7
9	6	5	3	7

24	38	74	506	936
24	38	74	506	936

V. Score 10

at	dog	stop	chirp	animal
at	dog	stop	chirp	animal

go	tub	came	parts	become
go	tub	came	parts	become

VI. Score 9

Spot was a black and white dog.
Spot was a black and white dog.

Tim saw the big brown horse.
Tim saw the big brown horse.

A Diagnostic Handwriting Chart is also useful for further diagnosis. The Pressey Chart for Diagnosis of Illegibilities in Handwriting published by the Charles E. Merrill Company was drawn up as the result of research which revealed the characteristic types of illegibilities and malformations made by pupils in their writing. Some of the errors listed on the chart are as follows:

Words broken	a like o	c like e
Too angular	a like ci	c like i
Words crowded	b like bi	c like a
Letters crowded	b like k	d like I
a like u	b like f	d like a
e closed	n like u	s like o
e too high	n like v	t like l
e like c	n like s	t cross above
f like b	o like a	t no cross
of like oj	o like r	t cross right
g like y	o closed	t cross left
h like li	o like u	u like oi
h like p	r like i	ur like w
h like b	r like s	v like n
h like l	r too small	v like r
i like e	r half n	w like u
i - no dot	r like u	w like ur
k like h	r like e	D not closed
l closed	s indistinct	I like cl
l too short	s like r	T like F
m like w	s like i	w like m

Johnny Doe's Profile

Miss Poppins filled out Johnny's "PPP" Writing Checklist, page 111. She then had before her a profile of his strengths and weaknesses in that area. It clearly showed that the only discrepancies in writing skills were those that depended on the reading task. As his skill in reading progresses these writing tasks would improve automatically.

Since Johnny was able to copy a sentence in cursive, Miss Poppins realized that Johnny just needed practice enough to make cursive writing automatic. She decided to make use of his high abilities in the expressive fine-motor areas when remediating his low auditory memory and auditory sequencing.

Prescriptive Planning for Writing

As stipulated previously, the teacher must be aware of the task demands. The general task demands of writing are:

1. Desire to communicate
2. Decide on writing as the method of communication
3. Decide the general content of the message
4. Determine the sequence of the message content
5. Recall the necessary auditory-language symbols
6. Recall the graphic-language symbols for the auditory-language symbols
7. Focus visual attention
8. Recall the necessary sequence of the graphic-motor acts
9. Have adequate eye-hand coordination
10. Have necessary pencil skills.
11. Make motor (writing) response.

In order to determine the point of breakdown in the writing process, a specific developmental hierarchy of writing tasks must also be identified. An example follows:

1. Manipulation of writing instrument
2. Random scribbling
3. Imitation of strokes

"PPP" WRITING CHECKLIST

Name Johnny Doe Date _____

Grade 2 Age 8 Teacher M. Poppins

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Man. U.C.																										
Man. L.C.																										
Cur. U.C.											✓															
Cur. L.C.																✓			✓				✓			

	Poor	Minimal	Satisfactory	Very Good
1. Copying geometric figures				✓
2. Copying letters manuscript				✓
3. Copying letters cursive				✓
4. Copying numerals				✓
5. Copying words manuscript				✓
6. Copying words cursive				✓
7. Copying sentences manuscript				✓
8. Copying sentences cursive				✓
9. Copying - near point				✓
10. Copying - far point				✓
11. Gross motor coordination				✓
12. Fine motor coordination				✓
13. Tracing				✓
14. Left-right			✓	
15. Directionality			✓	
16. Laterality			✓	
17. Basic language ability			✓	
18. Reading ability	✓			
19. Oral comprehension	✓			
20. Spelling	✓			
21. Completion task			✓	
22. Creative writing	✓			
23. Speed of writing			✓	
24. Legibility				✓
25. Neatness				

4. Initiation of strokes

5. Tracing of letters

6. Copying of letters

7. Completion tasks employing recall

8. Writing from dictation

9. Creative writing

In writing, as in all other areas of the curriculum, the teacher must analyze the relationship between task demands, in terms of what is required of the child, and learner innate integrities, in terms of basic pre-requisite strengths and deficits. Then based on these relationships, prescribe a program relevant to individual needs.

The remediation program might include training in revisualization, reauditorization, symbol-sound association and/or letter formation.

When the cause of a writing disorder is a language dysfunction, the teacher must remediate the language areas, not the formation of letters. If the problem is the inability to relate spoken language, then remediation must be in terms of developing skills in reading. A writing disorder, which is caused by a dysfunction of the motor components of writing, must be remediated by training in the production of well-formed letters and improvement in the quality and speed of handwriting.

Therefore, after a thorough differential diagnosis, the teacher must design remedial procedures which correspond with each child's individual needs.

Writing Disorders

There are three diverse problem areas in writing disorders of concern to teachers. An awareness of each of these areas is necessary for adequate diagnosis and remediation.

A Dysfunction of the Language System. Auditory-vocal language ability precedes reading. Facility with reading precedes writing. If a child has difficulty comprehending oral or read language, he will probably have a writing disorder. He may not be able to encode his thoughts in written symbols but may adequately perform by tracing or copying. Those with oral deficits tend to write the way they speak, without correct grammatical structure.

A Dysfunction of the Auditory or Visual Perceptual System. Severe auditory discrimination problems will be reflected in writing errors, as words will be misspelled and syllables omitted. Severe visual perception problems will affect writing because of discrimination, sequencing and memory problems.

A Dysfunction of the Motor Components of Writing. A disorder resulting from a disturbance in visual-motor integration will be reflected in an inability to associate mental images with the motor system for writing.

Writing Methods

Look-Trace-Copy Method or Visual to Motor Method. This method, or a modification thereof, is employed by all the basic handwriting series of books being used in elementary schools. The instructional sequence follows this general order:

1. Introduction of strokes used in the formation of letters
2. Training in correct posture while writing
3. Placement of paper in relation to the hand
4. Copying the alphabet
5. Letter size - large in the first grade and gradually reduced throughout the elementary grades
6. Manuscript to cursive
7. Practice and review throughout

Visual to Auditory to Visual-Motor Method. Approaches to this method is in this order:

1. A clear visual pattern is presented
2. A detailed auditory vocal description of the movement is given
3. The teacher performs the action as the child watches
4. The child imitates the action

Kinesthetic to Visual-Motor Method. The sequence of this method is in the following order:

1. Child closes eyes (Elimination of the visual aspect).
2. The teacher guides the child's fingers and hands until the tactile-kinesthetic experience established a muscular memory of the movements necessary to writing.
3. Child opens eyes and watches movement of his hand.

Kinesthetic to Auditory to Visual-motor Method: This method procedes in this manner:

1. Child closes eyes

2. The teacher guides the child's fingers and hand in the desired movements pattern until the tactile-kinesthetic experience establishes a muscular memory of the movements necessary to writing.

3. The teacher verbalizes the movement pattern as the child, with his eyes closed, performs under guidance.

4. Child opens eyes and watches the movement of his hand.

Johnny Doe's Writing Prescription

Miss Poppins established Johnny's writing abilities as being quite adequate for his age and grade level. Using his high visual areas, she decided to strengthen his cursive writing by introducing new letters employing the Look-Trace-Copy Method.

Spelling is an important part of the total language arts program consisting of listening, speaking, reading, writing and spelling. Ability to perform in other aspects of the language arts may not be an indicator of adequate abilities in written spelling, since spelling requires the translation of speech sounds into their visual symbol equivalent.

The vast majority of poor readers are seriously deficient in spelling since it requires simultaneous ability to revisualize and to reauditorize letters. That is, a "speller" requires perfect recall where a "reader" is given a stimulus word for recognition.

Acceptable spelling requires accurate integration of visual, auditory, and kinesthetic abilities.

Diagnosing Spelling Difficulties

Levels are determined and formal information about the spelling ability of children are ascertained by use of either individual or group formal spelling tests.

Diagnosing with the Durrell Analysis of Reading Difficulty. The Durrell contains a spelling test consisting of two lists of twenty words each. List 1 is for grades 2 and 3. List 2 is for Grade 4 and above. The spelling test yields a grade equivalent. A check list of spelling difficulties is included.

Profiling on the PPP Spelling Error Analysis Chart. Teachers can learn a great deal about spelling difficulties by careful use of standardized achievement tests and nonstandardized instruments.

An analysis of errors should be made by asking these questions;

1. Does the child learn any part of the word to the exclusion of other parts? Beginning letters versus ending sounds?
2. Can the child fuse the sound parts of words together into whole words?
3. Does the child reverse letters?
4. Can the child remember board work a few minutes after it is erased?
5. Does the child learn words when he hears the sequence rather than sees it?
6. Does the child omit sounds?
7. Can the child write the correct symbol for single sounds when they are dictated to him orally?
8. Can the child identify sounds?

PPP Spelling Error Analysis Chart

Name Johnny Doe

Age 8 Sex M

Date _____ Grade 2

Reading Level _____

	Letter reversals	Syllable reversals	Omissions	Substitutions	Additions	Inappropriate Sequence	Omit Consonants	Final Consonants	Consonant Blends	Diagraphs	Long Vowels	Short Vowels	Common endings	Prefix	Suffix	Soft c & g	Double Vowels	le	Diphthong	Plurals	le - el	Silent letters	Homonyms	Contractions	Double letters
1. Durrell Spelling Test			✓				✓	✓	✓	✓	✓	✓	✓												
2.																									
3.																									
4.																									
5.																									
6.																									
7.																									
8.																									
9.																									
10.																									
11.																									
12.																									
13.																									
14.																									
15.																									

An analysis of how a child spells rather than at what level, enables the examiner to make a diagnosis and give a prognostic evaluation and guidelines for remedial teaching. First, an assessment of a typical spelling pattern should be made. The child is asked to write (or spell orally) eight or more words from his known or sight vocabulary. Then he must spell the same number of words from an "unknown" vocabulary. Analysis of the known words spelled reveals the child's ability to revisualize, while analysis of the unknown words spelled reveals his ability to spell phonetically or reauditorize.

In any given spelling test, the teacher is to note the quantity and types of errors each child displays on the "PPP" Spelling Error Analysis Chart, page 116. Adequate performance is left blank.

Johnny Doe's Spelling Data and Profile

Miss Poppins gave Johnny the Durrell Level I Spelling Test since he was a second grader. The twenty words were a combination of words from his known and unknown vocabulary and would be used as a diagnosis of Johnny's phonetic ability.

Johnny spelled only two words absolutely correct out of the total list, page 106, which showed he was functioning at a low first grade level in spelling.

Miss Poppins then made a check by the types of errors Johnny displayed on the PPP Spelling Error Analysis Chart, page 116 . She drew a line through the errors not covered in this test which came higher on the developmental sequence of spelling skills. Blank spaces on the chart indicated adequate performance.

Prescriptive Planning for Spelling

One must keep in mind that some children may not perceive and retain the memory of words as configurations, the sound in the correct relationsnip to make up the auditory gestalt of the word, or the sequential movement pattern of letters. Sounds are usually not associated with symbols.

Since spelling is an area in which clues to learning disorders may be found, the skills which a child must possess in order to succeed in spelling must be delineated. An example of an analysis of a spelling task follows:

Instructional Objective: Given an unknown word unit, the child must write the word in ten seconds.

1. Focus auditory attention
2. Hear and discriminate letter sounds
3. Note sequential order
4. Associate sounds with letter forms
5. Recall the exceptions to rules for sounds
6. Recall the correct letter formation and letter connections
7. Recall the exact letter sequence in association with its correct sound and feel
8. Make a motoric (writing) response

Errors in spelling are indicators or clues to learning disorders in reception, association or expression. Following are examples of difficulties relating to each area of the PPP.

Receptive Difficulties

Visual Perception Difficulties

a. Inability to distinguish between lines and spaces
b. Difficulty recognizing or reproducing letters and words
c. Trouble focusing on chalkboard
d. Difficulty reproducing from chalkboard to paper

Auditory Perception Difficulties

a. Does not hear the sound
b. Inability to reproduce a sound once heard
c. Unable to distinguish between tones

Body Movement Problems

a. Cannot walk or skip with both sides of body
b. Reversals of arm movement
c. Reversals of imitative and interpretive movements
d. Directionality problems
e. Difficulty in inhibiting movements

Associative Difficulties

Memory Impairment

a. Words out of sequence
b. Parts of words out of sequence
c. Words, letters, values and symbols all mixed up
d. Difficulty following more than one direction
e. Unable to put together what he sees and hears simultaneously
f. Cannot coordinate body response with visual and auditory stimuli

Expressive Difficulties

Vocal

a. Difficulty saying words
b. Difficulty spelling letters in words

Motor

a. Difficulty writing words
b. Difficulty writing letters

Spelling Methods

Each child must be helped to learn in his own unique way, utilizing the sensory modalities through which that child learns most effectively. Versatile approaches must be used to develop and reinforce the underlying perceptual and academic skills necessary for competent spelling.

Visual. The child with strong visual development, as assessed on the PPP summary sheet, will probably learn to spell with greater ease by using the visual approach or look-and-spell method.

The child says the letters as he looks at them. Color cues are used to teach the difference between lines and spaces and to make important foreground figures stand out against the background.

Auditory. This approach to spelling is the auditory or hear-and-spell method. The teacher says the word, spells it orally and says the word again. The child repeats in the same order. The use of steady rhythmic patterns and spelling by syllables is begun early. The length of sequences grows as the child masters the ability. A tape recorder is very beneficial for recording individual word lists.

Kinesthetic. The kinesthetic technique of tracing and copying letters, or "finger-writing in the air" is used in combination with the other methods for teaching words in most spelling programs. This enables the child to firmly establish the language pattern in a properly formed, properly oriented, and sequential manner.

Integrative. This teaching technique includes the multisensory approach such as Grace Fernald developed to help children study words as whole words and in syllables. The child is asked to see, hear and feel as the teacher relates each new concept. Consequently, the child's stronger modality is used to bridge the gap of the weaker, while learning is increased by constantly reinforcing, expanding, and relating previous experiences.

Johnny Doe's Spelling Prescription

Johnny is a child who has a limited sight vocabulary, reads by whole-word Gestalts, and is unable to identify the component letters of the word. He lacks phonetic concepts, has few word-attack skills and is unable to sound out or blend the letters or the syllables of a word. The only words he can spell correctly are those in his sight vocabulary that he can visualize, since he does not have the ability to reauditorize. Miss Poppins made an assessment of Johnny's pre-requisite skills area of the PPP. It showed him to be high in the visual area and deficient in the auditory area. An analysis of Johnny's reading skills in the Basic School Subject section of the PPP verified his inadequate phonic ability.

Miss Poppins knew Johnny needed a specialized approach, using his areas of strength to teach him basic spelling skills. She decided to use the visual, look-and-spell, method combined with the kinesthetic technique of tracing and copying letters in sequence, to develop phonetic concepts.

NOTES

SELF-EVALUATIONS FOR THE BASIC SCHOOL SUBJECTS

Behavioral Objective 1 - Given Durrell Analysis of Reading Difficulty sub-test descriptions, the teacher will identify sub-test examples according to task demands and pupil characteristics with 90% accuracy.

Evaluation 1 - In each pair of sub-tests, circle the one which would be most difficult for a child with visual memory problems.

a. Oral Reading	Listening Comprehension
b. Matching Letters	Naming Letters
c. Visual Memory of Words	Hearing Sounds in Words

Evaluation 2 - Linda Log has very poor auditory memory. Which sub-tests would be most difficult for her?

_____ _____ _____

Evaluation 3 - Margaret Miller is five and has never even been taught letters. Name the two sub-tests which could be used with Margaret to give the teacher useful information.

_____

_____

Behavioral Objective 2 - Given completed PPP Decoding Skill Analysis and PPP Reading Skill Hierarchy, the teacher will identify areas of needed skill development with 95% accuracy.

Evaluation 4 - The following pages contain Nora Noodle's Decoding Skills Analysis and Reading Skills Hierarchy as completed by the teacher from formal and informal test information.

A. Which word list (a, b or c) is at Nora's current instructional level? Which list is above her level? below it?

a	b	c
meet	fix	cheer
white	mark	there
ship	yellow	throw
black	wink	first
thing	hold	dew

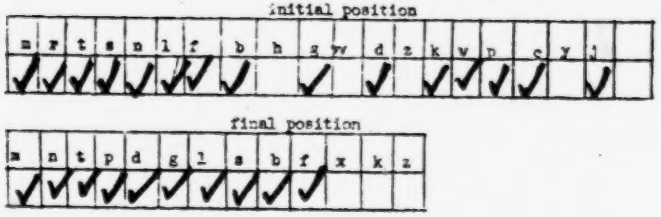
Evaluation 4

"PPP" DECODING SKILLS ANALYSIS

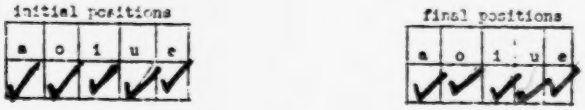
Name Nora Noodle Sex _____ Age 10

Grade _____ Date _____ Teacher _____

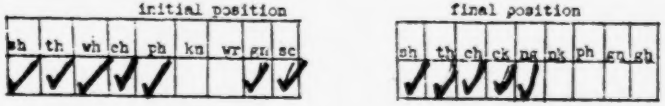
1. Single Consonant Sounds



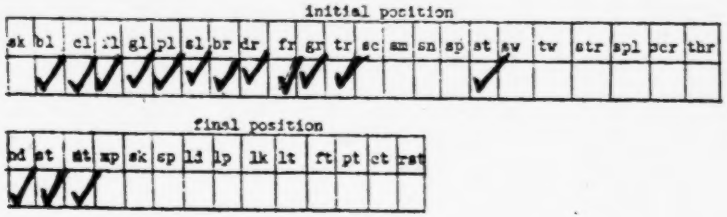
2. Short Vowel Sounds



3. Consonant Diagraph Sounds

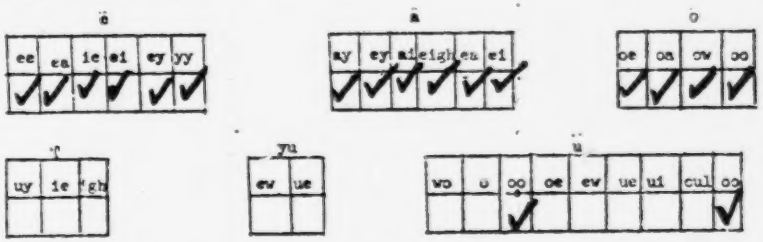


4. Consonant Blend Sounds

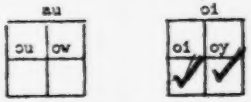

initial position
sk bl cl fl gl pl sl br dr fr gr tr sc sm sn sp st sw tw str spl scr thr
final position
nd st mt mp sk sp ld lp lk lt ft pt ct rst

5. Long Vowel Sounds

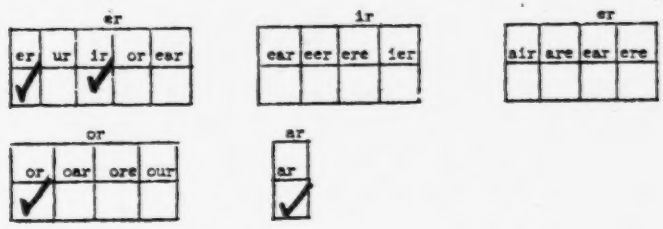
6. Long Vowel Digraphs



7. Vowel Diptbongs



8. Vowel Plus "r"



'PPP' READING SKILLS HIERARCHY

Grade Level	Phonetic Analysis	Structural Analysis	Word Meaning	Comprehension Skills
6	Review and Apply	Prefixes: trans-, pre-, fore-, in-, non- / Suffixes: -able, -ance, -ate, -ent, -ic, -like	Enrich Word Meaning	Appreciating Literary Style
5	Review and Apply	Prefixes: in-, anti-, inter-, mis- / Suffixes: -sp, -ours, -ward, -tion, -or, -ness, -hood, -al	Use of Dictionary and Glossary	Use Reference Materials
4	Silent Consonants; two sounds of s; hard & soft c and g; diacritical marks; vowel principles	Hyphenated Words; root words; prefixes; syllabication; accent	antonyms; synonyms; homonyms; figures of speech; sensory appeals in words	Finding Details; organizing and summarizing; reading for information; creative Reading
3^2	Consonants: soft c when before e or i; soft g when before e or i / Vowels: ou ow; oor ow; aw au; followed by r	Plural: f to v when adding es; Contr.: doesn't you'll they're; Suffix: ly, ily, compar, superl; Prefix: un means opposite	Homonyms; Synonyms	Problem Solving
3^1	hard and soft c, g; digraphs: ai ee oa; ei ay ck; ou ui	Contr.: who's we're I'm aren't that's couldn't; Suff.: en est ly; Var.Verb: final y to i add ed; drop e adding	Opposites; Adding ore, est; words with multiple meaning	detecting mood; relate story to experiences; read pictorial maps; skimming
2^2	Con.Bl.: thr squ apr str; Phono.: ar er ir ur ark ew ou ow; Vow.diff: final e; long & short y	Contract.: it's I'm; I'll that's; let's don't; didn't isn't; Var.Verb: Drop e add ing; Pl.Noun: Change y to ies	Concept Building	making inferences; seeing cause and effect relationships
2^1	in: J; final: x r t; blends: cr sn sl pr cl; digraph: ai oa	Plural Nouns: add s; add es / Variant Verbs: adding es ing; double cons. add ing ed	Concept Building	making generalizations; seeing rela.; interpr. pictures
1	Final Sounds: n d k m t p; initial blends: st pl bl br tr dr gr fr	Compound Sounds; Verb forms: adding ed; adding ing	Concept Building	recall story facts; predict outcome; follow printed directions
P	Learn Letter Names: n l p d g r c	Continuation	Concept Building	forming judgm.; making inferen.; classifying
PP	Auditory Perception of Initial Consonants: b c d f g h l m p r s t w; Rhyming Elements	Plural Nouns (adding s)	Concept Building	asso. text and pict.; fol. oral dir.; main Idea; Details; Sequence; Draw Conclusion; See Relation

B. For each of the following areas, answer yes if Nora needs remedial help, no, if she does not.

_____ 1. Consonant sounds
_____ 2. Short vowel sounds
_____ 3. Letter names
_____ 4. Drawing conclusions
_____ 5. Consonant digraphs
_____ 6. Consonant blends
_____ 7. Hyphenated words
_____ 8. Synonyms
_____ 9. Final position ph
_____ 10. Initial position ph

Behavioral Objective 3 - Given reading methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

Evaluation 5 - Answer the following as true or false:

_____ 1. The visual approach does not require sound blending.
_____ 2. All approaches require an experiential language background.
_____ 3. In the Fernald Method the teacher follows a vocabulary sequence.
_____ 4. The V in VAK stands for Verbal
_____ 5. Basal readers require a basic sight vocabulary
_____ 6. Phonic readers are frankly "synthetic".
_____ 7. The whole word method emphasizes word meaning.
_____ 8. Experience stories may motivate slow readers.

Evaluation 6 - Which three words would most accurately describe each of the following reading methods? **List follows on page 125.**

A. Tracing, calling and writing the word until the word can be written without looking.

_____ _____ _____

B. Blending sounds into spoken words.

_____ _____ _____

C. Association of how a letter looks, how its name sounds, and how the speech organs or the hand in writing feels when producing it.

_____ _____ _____

D. Recognition of a words' configuration and its identifying characteristics.

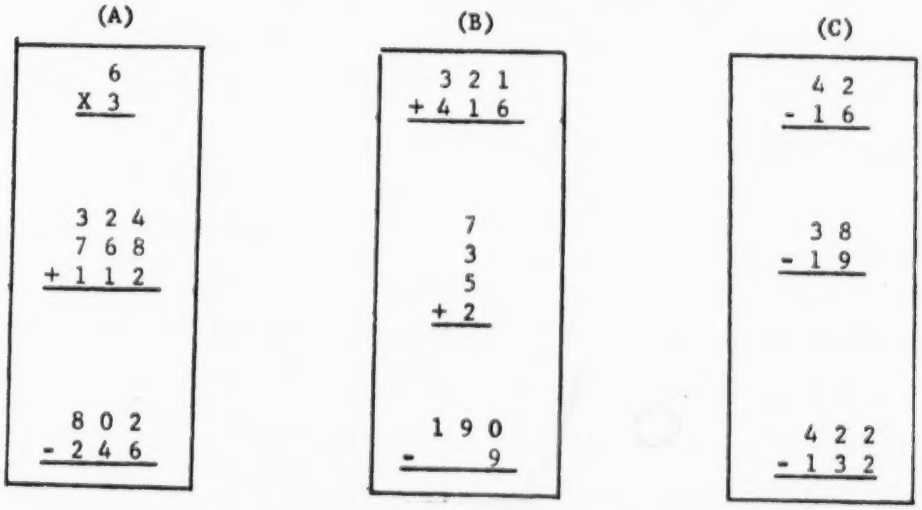
_____ _____ _____

Analytic	Fernald
Kinesthetic	Whole-word
Gillingham	Auditory
Visual	Alphabetic
Tracing	VAK
Synthetic	Sound-symbol

Behavioral Objective 4 - Given a completed Diagnostic Math Checklist, the teacher will identify areas of needed skill development with 95% accuracy.

Evaluation 7

A. Which list of problems (A, B or C) is at Oliver's current instructional level? Which list is above his level? below it?



B. What are the first five skill processes which Oliver's teacher should be trying to develop?

_____

_____

_____

_____

_____

Behavioral Objective 5 - Given arithmetic methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

Evaluation 8 - Answer the following true or false:

_____ 1. Arithmetic drill requires strong auditory memory.
_____ 2. Cuisinaire rods are an example of incidental learning.
_____ 3. A child with poor cognition will be benefited by "New Math".
_____ 4. Activity methods involve multi-sensory learning.
_____ 5. Activity methods involve multi-sensory learning.

(continued on page 127)

Evaluation 7

"PPP" DIAGNOSTIC MATH CHECKLIST

(Basic Processes)

Name Oliver Ogilvie Date _____

Grade _____ Teacher _____

1. Quantity of concrete objects	✓	27. Renaming twice, 4 addends	
2. Sequence 1-10	✓	28. Same, with decimals	
3. Sequence 11-20	✓	29. Multiplication facts	✓
4. Basic Addition Facts 1-10	✓	30. Renaming to ten's place	
5. Basic Addition Facts 11-20	✓	31. Renaming to ten's and hundred's place	
6. Basic Subtraction Facts 1-10	✓	32. Multiplying cents	
7. Basic Subtraction Facts 11-20	✓	33. Multiplying 3 place numbers	
8. Two digit addends, no renaming	✓	34. Same - with decimals	
9. Three digit addends with renaming	✓	35. Multiplying 4 place numbers	
10. Two digit addends with renaming	✓	36. Same with decimals	
11. Column addition - ones	✓	37. Multiplying by 2 or more tens	
12. Column addition - over ten	✓	38. One place multiplier	
13. Column addition - with renaming	✓	39. Two place multiplier	
14. Two digit minuend, no renaming	✓	40. Multiplying by 2 or more hundreds	
15. Three digit minuend, renaming	✓	41. Three place multiplier	
16. Two digit minuend, renaming		42. One place dividend, no remainder	
17. Three digit minuend, with renaming		43. Two place dividend, no remainder	
18. Renaming to tens	✓	44. With remainders	
19. Renaming to hundreds		45. Inexact division in ten's place	
20. Renaming tens		46. Zeros in quotient	
21. Renaming hundreds	✓	47. Division, dollars, cents	
22. Renaming tens and hundreds		48. Money	
23. Two place number from a 3 place number	✓	49. Simple addition and subtraction (fraction)	
24. Subtracting from zeros		50. Common denominator	
25. Subtracting money		51. Multiplying fractions	
26. Renaming twice, 3 addends		52. Mixed fractions	

_____ 7. Drill is based on spoken and written symbols.
_____ 8. A child who does well on the Wide Range Arithmetic Test will do well on the WISC Arithmetic.
_____ 9. Imagery methods involve physical objects.
_____ 10. A child who does poorly on the WISC Arithmetic sub-test probably will have trouble with oral word problems.

Evaluation 9 - Cross out the word in each set of three (running left to right) which does not belong with the other two words.

1.	Workbook	Visual	Recitation
2.	Drill	Auditory	Kinesthetic
3.	Computation	Imagery	Montessori
4.	Function of number	Incidental	Inductive
5.	Cuisenaire	Manipulation	Verbal
6.	Abacus	Auditory	Rods
7.	Demonstration	Structure of number	Drill
8.	Reading	Cuisenaire	Workbook
9.	Visual	Kinesthetic	Written problems
10.	Multiplication table	Tactile	Memory

Behavioral Objective 6 - Given a completed PPP Writing test, the teacher will score the test with 95% accuracy.

Evaluation 10 - Score Pam Pink's PPP Writing Test on page 128.

Behavioral Objective 7 - Given a completed PPP Writing Checklist, the teacher will identify areas of needed skill development with 95% accuracy.

Evaluation 11 - Page 129 shows Pam Pink's Writing Checklist as completed by her teacher from formal and informal test information.

A. Which letters should Pam's teacher be concentrating on to develop manuscript writing skills?

_____ _____ _____ _____ _____ _____

B. Circle areas in which Pam needs remedial help.

Left-right orientation

Directionality

Cursive writing

Tracing

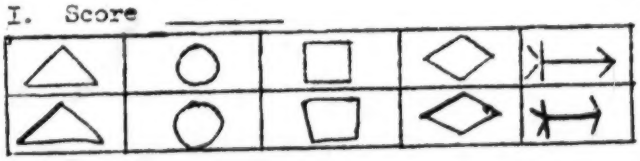
Cursive capitals E, K & T

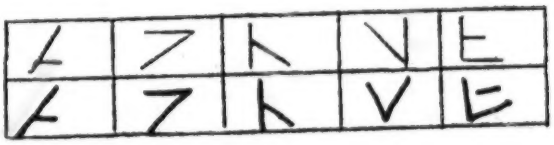
Cursive lower case b, f, g

"PPP" WRITING TEST Evaluation 10

Name Pam Pink Date _____ Age 11 Total Score _____

I. Score _____





II. Score _____

p	s	f	a	h
p	s	f	a	h

D	F	J	W	G
D	F	J	W	G

III. Score _____

b	f	g	m	p
b	f	g	m	p

W	D	E	N	K
W	D	E	N	K

IV. Score _____

9	6	5	3	7
9	6	5	3	7

24	38	74	506	936
24	38	74	506	936

V. Score _____

at	dog	stop	chirp	animal
at	dog	stop	chirp	animal

go	tub	came	parts	become
go	tub	came	parts	become

VI. Score _____

Spot was a black and white dog.
Spot was a black and white dog.

Tim saw the big brown horse.
Tim saw the big brown horse.

"PPP" WRITING CHECKLIST

Evaluation 11

Name Pam Pink Date _____

Grade _____ Age 11 _____ Teacher _____

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
Man. U.C.	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Man. L.C.		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Cur. U.C.	✓	✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
Cur. L.C.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓

	Poor	Minimal	Satisfactory	Very Good
1. Copying geometric figures			✓	
2. Copying letters manuscript			✓	
3. Copying letters cursive		✓		
4. Copying numerals			✓	
5. Copying words manuscript			✓	
6. Copying words cursive		✓		
7. Copying sentences manuscript			✓	
8. Copying sentences cursive		✓		
9. Copying - near point			✓	
10. Copying - far point		✓		
11. Gross motor coordination				✓
12. Fine motor coordination			✓	
13. Tracing			✓	
14. Left-right				✓
15. Directionality				✓
16. Laterality				✓
17. Basic language ability				✓
18. Reading ability		✓		
19. Oral comprehension	✓			
20. Spelling	✓			
21. Completion task		✓		
22. Creative writing	✓			
23. Speed of writing			✓	
24. Legibility			✓	
25. Neatness		✓		

Behavioral Objective 8 - Given writing methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

Evaluation 12 - Answer true or false.

_____ 1. A child must be able to copy letters before he can write from dictation.
_____ 2. The Look-Trace-Copy method is rarely used.
_____ 3. The Kinesthetic to Visual-Motor method requires 1-1 work with the teacher.
_____ 4. All methods start with copying of letters.
_____ 5. A child with auditory problems can benefit from a kinesthetic method.
_____ 6. A child must focus visual attention at some point in all methods.

Evaluation 13 - Match methods in Column A with their appropriate characteristic in Column B.

Column A	Column B
A. Visual to Motor	a. Child imitates teacher
B. Visual to Auditory to Visual-Motor	b. Muscular memory
C. Kinesthetic to Visual-Motor	c. Copy the alphabet
D. Kinesthetic to Auditory to Visual-Motor	d. Teacher verbalizes movement pattern

Behavioral Objective 9 - Given a completed PPP Spelling Error Analysis Chart, the teacher will identify areas of needed skill development with 95% accuracy.

Evaluation 14 - Page 131 shows Randy Roach's PPP Spelling Error Analysis Chart as completed by his teacher from formal and informal test information. In what seven areas does Randy need remedial help?

_____ _____ _____ _____ _____ _____ _____

Behavioral Objective 10 - Given spelling methods and approaches, the teacher will identify their basic characteristics with 90% accuracy.

Evaluation 15 - Match the words in column A with the appropriate method in column B.

1. Fernald	_____	Look and Spell
2. Auditory	_____	Hear and Spell
3. Visual	_____	Finger Writing
4. Kinesthetic	_____	Integrative
5. Tape recorder	_____	
6. Color cues	_____	
7. Multisensory	_____	
8. Rhythmic patterns	_____	
9. Tracing	_____	
10. See, hear and feel	_____	

PPP Spelling Error Analysis Chart

Name Randy Roach

Age 9 Sex M

Date _____ Grade 3

Reading Level 2.0

	Letter reversals	Syllable reversals	Omissions	Substitutions	Additions	Inappropriate Sequence	Omit Consonants	Final Consonants	Consonant Blends	Diagraphs	Long Vowels	Short Vowels	Common endings	Prefix	Suffix	Soft c & g	Double Vowels	le	Dipthong	Plurals	le - el	Silent letters	Homonyms	Contractions	Double letters
1. Durrell			✓	✓		✓		✓	✓	✓			✓												
2.																									
3.																									
4.																									
5.																									
6.																									
7.																									
8.																									
9.																									
10.																									
11.																									
12.																									
13.																									
14.																									
15.																									

Behavioral Objective 11 - Given academic tasks, the teacher will identify task demands with 90% accuracy.

Evaluation 16 - For each of the following academic tasks select five task demands from the list on page **133** , which are definitely required for adequate performance. In all cases there are more than five acceptable responses. Choose the ones you feel are the most important.

A. Teacher asks child to name five words beginning with the 'a' sound.

_____ _____
_____ _____
_____

B. Teacher asks child to come to the board and write five words ending with -ing.

_____ _____
_____ _____
_____

C. Teacher gives child a written page and asks him to circle all the capital letters.

_____ _____
_____ _____
_____

D. Teacher asks child to copy 5 subtraction problems from the board and to figure the answers.

_____ _____
_____ _____
_____

E. Child plays a Bingo game in which numbers are called out and he must cover those on his card until someone has "Bingo"

_____ _____
_____ _____
_____

F. Child must read a page in his book and fill in the blanks on several comprehension questions.

_____ _____
_____ _____
_____

G. Teacher says a spelling word and the child must write the word correctly in a sentence.

_____ _____
_____ _____
_____

H. Child is given a workbook page containing circles which must be crayoned the color which is written on them.

_____ _____
_____ _____
_____

I. Teacher hands child a card with a nonsense word written on it. Child must sound out the word phonetically.

_____ _____
_____ _____
_____

J. Child plays a game of scrabble.

_____ _____
_____ _____
_____

Task Demand Choices

1. Focus auditory attention
2. Focus visual attention
3. Retain auditory information
4. Retain visual information
5. Hear and comprehend instructions
6. See and discriminate letters or numbers
7. Have information available through past experience
8. Note sequential order
9. Have concepts required by task
10. Integrate auditory and visual input
11. Recall the verbal counterpart of written stimuli
12. Recall the written counterpart of verbal stimuli
13. Comprehend written material
14. Have adequate pencil skill
15. Have adequate eye-hand coordination
16. Sustain concentration
17. Make a copying or drawing response
18. Make a writing response
19. Make a manipulative response
20. Make a vocal response

Behavioral Objective 12 - Given completed Pre-requisite Skills Summary Sheets, the teacher will identify appropriate methods and approaches to teaching basic school subjects with 90% accuracy.

Evaluation 17 - Page 135 shows Sue Smith's Pre-requisite Skills Summary Sheet. In each area select the method or approach which would be most appropriate for Sue.

A. Reading Methods

1. Whole-word
2. Sound-symbol
3. Fernald Tracing
4. Gillingham Alphabetic

B. Reading Approaches

1. Basal Reader
2. Linguistic Reader
3. Phonic Reader

C. Arithmetic Methods

1. Verbal Drill
2. Imagery Method
3. Activity Method

D. Arithmetic Approaches

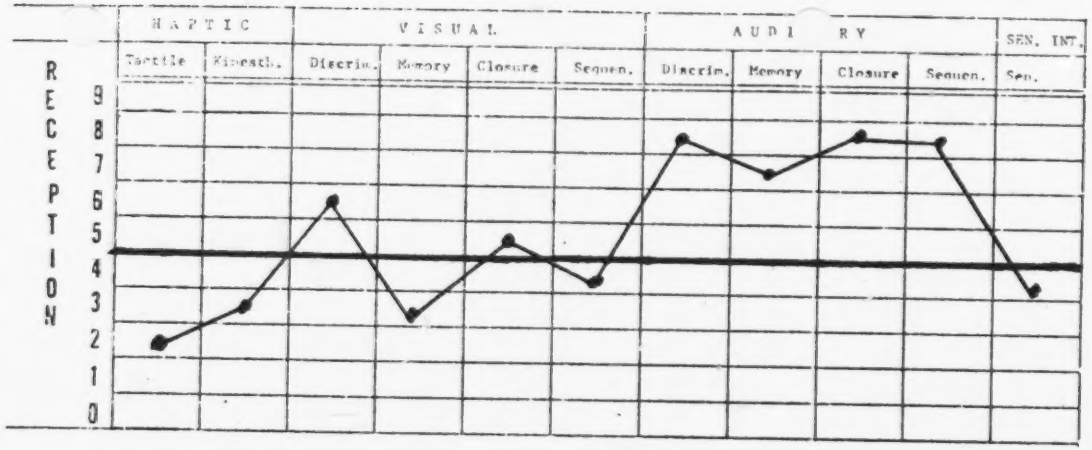
1. Cuisenaire
2. Work books
3. Listening stations

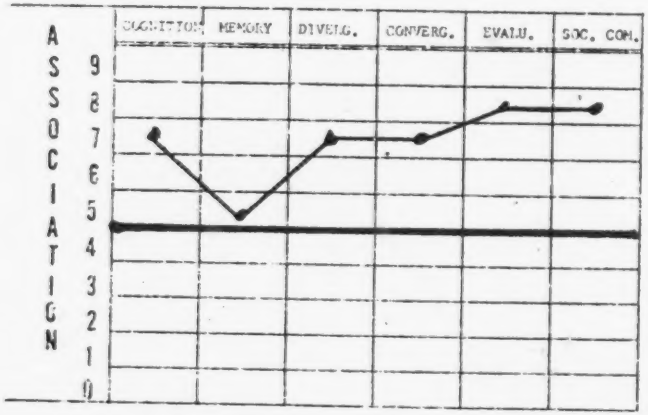
E. Writing Methods

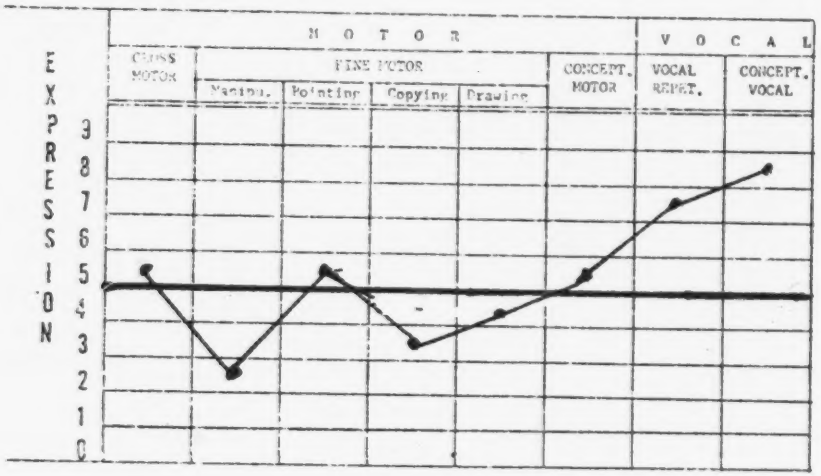
1. Visual to Motor
2. Visual to Auditory to Visual-Motor
3. Kinesthetic to Visual Motor
4. Kinesthetic to Auditory to Visual-Motor

F. Spelling Methods

1. Look and Spell
2. Hear and Spell
3. Finger Writing
4. Multi-sensory







Name Sue Smith

B.D. 9/62 Sex F

Date _____ Evaluation 17

Teacher _____

School _____

PPP
Prerequisite Skills
Summary Sheet

WISC V. ____ P. ____ F.S. ____

Reading Ind. ____ Inst. ____ Def. ____

Arith. Compu. ____ Compre. ____

Writing ____ Spelling ____

Behavior _____

ANSWERS AND CRITERIA

FOR SELF-EVALUATIONS

Basic School Subjects Section

Behavioral Objective 1 - Scoring - 1 point per answer for a total of 8 points.

Criteria - 7 or more points meets criteria

Evaluation 1

a. Oral Reading
b. Naming Letters
c. Visual Memory of Words

Evaluation 2 (Linda Log)

Listening Comprehension
Hearing Sounds in Words
Learning to Hear Sounds in Words

Evaluation 3 (Margaret Miller)

Listening Comprehension (Does not require visual knowledge of words)

Learning to Hear Sounds in Words (Does not assume prior knowledge. The teacher is teaching new concepts)

- - -

Behavioral Objective 2 - Scoring - 5 points for Part A - 1 point for each answer for Part B for a total of 15 points.

Criteria - 14 or more points meets criteria

Evaluation 4 (Nora Noodle)

Part A - List B - contains words which pinpoint Nora's remedial needs. The words in List A are ones she already knows. The words in List C are above her instructional level.

Part B - 1. Yes
2. No
3. No
4. No
5. Yes
6. Yes
7. No*
8. No*
9. Yes
10. No

* Well above her instructional level.

Behavioral Objective 3 - Scoring - 1 point per answer for a total of 20 points

Criteria - 18 or more points meets criteria

Evaluation 5

1. F	5. T		
2. T	6. T		
3. F	7. T		
4. F	8. T		

Evaluation 6

A. Kinesthetic	Tracing	Fernald
B. Synthetic	Auditory	Sound-Symbol
C. Gillingham	Alphabetic	VAK
D. Analytic	Visual	Whole-word

- - -

Behavioral Objective 4 - Scoring - 5 points for Part A - 1 point per answer for Part B for a total of 10 points

Criteria - 9 or more points meets criteria

Evaluation 7 (Oliver Ogilvie)

Part A

List 3: Contains problems which pinpoint Oliver's developmental needs for subtraction problems with renaming. The problems in List 1 are above Oliver's instructional level. The problems in List 2 are below his instructional level.

Part B

2 digit minuend with renaming
3 digit minuend with renaming
renaming to hundreds
renaming tens
renaming tens and hundreds

- - -

Behavioral Objective 5 - Scoring - 1 point per answer for a total of 20 points.

Criteria - 18 or more points meet criteria

Evaluation 8

1. T	6. T
2. F	7. T
3. F	8. F
4. T	9. T
5. T	10. T

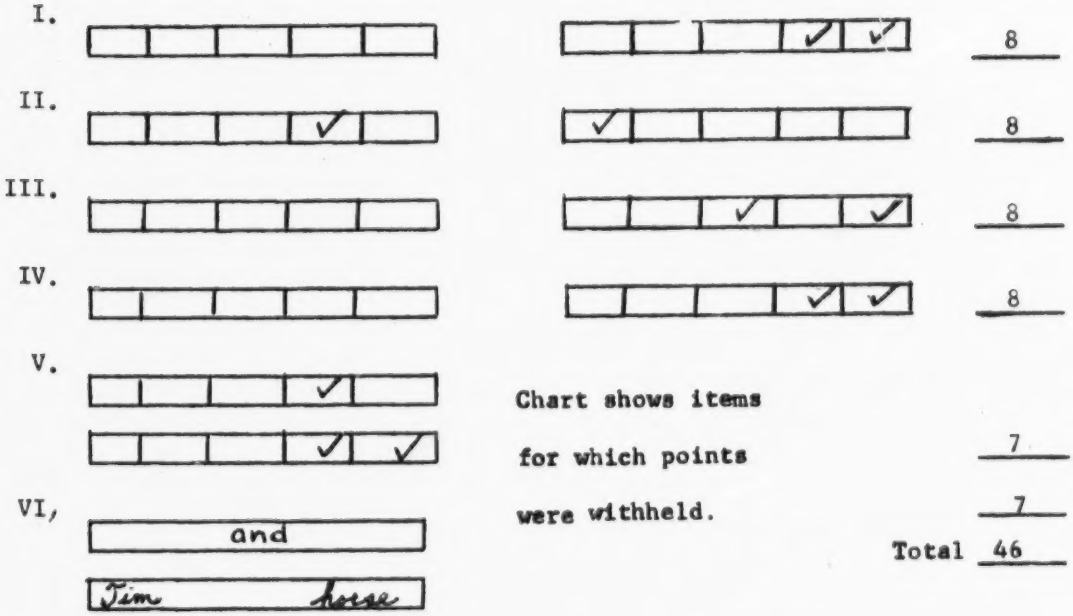
Evaluation 9

1. Recitation	6. Auditory
2. Kinesthetic	7. Drill
3. Computation	8. Cuisenaire
4. Incidental	9. Kinesthetic
5. Verbal	10. Tactile

- - -

Behavioral Objective 6 - Scoring and Criteria noted for the Evaluation

Evaluation 10 (Pam Pink) Correct total score 46, scores of 43 to 49 meet criteria



- - -

Behavioral Objective 7 - Scoring - 1 point per answer for a total of 13 points.

Criteria - 12 or more points meet criteria

Evaluation 11 (Pam Pink)

Part A	Part B
D, H, K, M, Q, R, W	Cursive writing Cursive capitals E, K and T

- - -

Behavioral Objective 8 - Scoring - 1 point per answer for a total of 10 points.

Criteria - 9 or more points

Evaluation 12

1.	T	4.	F
2.	F	5.	T
3.	T	6.	T

Evaluation 13

A.	c	C.	b
B.	a	B.	d

Behavioral Objective 9 - Scoring - 1 point per answer for a total of 7 points.

Criteria - 6 or more points meet criteria

Evaluation 14 (Randy Roach)

1. Omissions
2. Substitutions
3. Inappropriate sequence
4. Final consonants
5. Consonant blends
6. Digraphs
7. Common endings

- - -

Behavioral Objective 10 - Scoring - 1 point per answer for a total of 10 points.

Criteria - 9 or more points meets criteria.

Evaluation 15

1. Integrative
2. Hear and Spell
3. Look and Spell
4. Finger Writing
5. Hear and Spell
6. Look and Spell
7. Integrative
8. Auditory
9. Kinesthetic
10. Integrative

- - -

Behavioral Objective 11 - Scoring - 1 point for each task demand correctly identified. 1 point extra for each 5 circled items identified.

Criteria - Out of 54 possible points 48 or above meets criteris.

Evaluation 16

A. (7) (20) 1, 3, 5, 9, 16
B. (7) (18) 1, 3, 5, 9, 12, 14, 15, 16
C. (2) (9) 3, 5, 6, 7, 14, 15, 16, 17
D. (6) (7) 2, 5, 8, 9, 14, 15, 16, 17, 18
E. (10) (12) 1, 2, 3, 5, 6, 9, 15, 16, 19
F. (4) (13) 2, 6, 7, 9, 14, 16, 18
G. (12) (14) 1, 5, 7, 8, 9, 10, 15, 18
H. (2) (9) 6, 7, 13, 15, 16, 17
I. (6) (11) 2, 5, 7, 8, 9, 10, 16, 20
J. (8) (19) 2, 4, 5, 6, 7, 9, 16

Behavioral Objective 12 - Scoring - 1 point per answer for a total of 6 points.

Criteria - 5 or more points meet criteria.

Evaluation 17 (Sue Smith)

A. Sound symbol
B. Phonic Reader
C. Verbal Drill
D. Listening Station Math program
E. Visual to Auditory to Visual-Motor
F. Hear and Spell

SECTION III - BEHAVIORAL FACTORS

Competency Statement

The teacher can review and evaluate diagnostic data and develop prescriptions for teaching based on behavioral factors.

Behavioral Objectives:

1. Given behavioral observations, the teacher will record this data on the PPP Behavior Profile with 95% accuracy.

   Answers

   Evaluation # 1 Pages 181-183 (191-192)

2. Given completed PPP Behavior Profiles, the teacher will identify pupil characteristics and academic correlates with 95% accuracy.

   Evaluation # 2-4 Pages (181-186) (191)

3. Given completed PPP Behavior Profiles, the teacher will identify appropriate prescriptions with 90% accuracy.

   Evaluation # 5-7 Pages 181-186 (191, 193)

4. Given sociometric choices, the teacher will complete a matrix table and L-J target with 95% accuracy.

   Evaluation # 8-9 Pages 184,187,188 (193-195)

5. Given completed L-J Sociograms, the teacher will identify pupil characteristics and social interactions with 90% accuracy.

   Evaluation # 10-11 Pages 184,189,190 (195-196)

6. Given completed L-J Sociograms, the teacher will identify appropriate prescriptions with 90% accuracy.

   Evaluation # 12-13 Pages 190 (195)

7. Given completed Self Appraisal Inventories, the teacher will identify areas of positive and negative self-concept with 100% accuracy.

   Evaluation # 14-15 Pages 190 (197)

The Behavioral Factors Section provides the Learning Disabilities teacher with techniques for profiling negative behaviors, utilizing sociometric data for class grouping, and assessing self concept. Prescriptive procedures are provided for the teacher to utilize behavioral information in planning the total program for individual children.

The PPP Behavior Profile

The PPP Behavior Profile was designed to meet the specific needs of L.D. teachers for a means of assessing behavior as it directly relates to the classroom. It goes beyond commercially available scales and checklists which can be used only to check off negative behaviors and count how often they occur. This information really tells the teacher what she already knew; that Bill is often out of his seat, that Ann is aggressive to other children, that Cindy sits and daydreams, etc.

The PPP Behavior Profile enables the teacher to pinpoint:

A. The classroom activities or situations in which a child exhibits specific negative behaviors.

B. The most prevalent and disturbing behaviors of each child, and for the class as a whole.

C. Program changes that can lead to improved behavior, without "behavior modification" techniques, per se, being necessary.

D. Instances in which "behavior modication" programs may be necessary.

E. A total picture of the child's behavior as it relates to school.

In a large or resource class, it may not be practical to utilize the Behavior Profile for all children. The "PPP Behavior Rating Scale", pages 172-176, can be used as a screening device to indicate the need for a more in-depth assessment.

The Behavior List

The behaviors that are listed on page 2 of the Profile cover the range of negative behaviors which are observable by the L.D. teacher. They are grouped in seven sets, each of which contains five behavior statements which are related in some way.

The A set contains negative verbal behaviors.

The B set contains behaviors which avoid tasks by physical absence from them.

The C set contains immature behaviors and those that are generally disruptive to the class as a whole.

The D set contains aggressive behaviors.

The E set contains behaviors which avoid potential failure or evaluation by demonstrating refusal to really try or to do one's best.

The F set contains behaviors which avoid potential failure or evaluation by self directed emotional behavior and by withdrawal.

The G set contains behaviors showing poor attention and distractibility.

These descriptions are general and the teacher should become familiar with each specific behavior statement. Observed behaviors which are not specifically noted should be recorded in the most appropriate category. As an example, doodling during lessons might be considered F-2 (daydreams - pays no attention) or G-3 (gives up easily) or G-4 (becomes easily distracted) depending upon the specific circumstances.

The Classroom Situations and Activities List

The Classroom situations and activities which are listed on page 1 of the Profile cover a range of items which may be correlated with negative behaviors. They are grouped in nine categories.

1. TIME - factors relating to the day of the week or time of day.
2. PLACE - both inside and outside the classroom.
3. OCCURRENCES - special events.
4. PRE-REQUISITE SKILLS - tasks which require specific pre-requisites.
5. BASIC SCHOOL SUBJECTS - tasks within each academic area.
6. ACTIVITIES - specific academic and non-academic activities.
7. METHODS - class groupings and teaching techniques.
8. TEACHING SITUATIONS - specific academic happenings and task characteristics.
9. PEER SITUATIONS - factors relating to social interaction.

There are spaces in each category for the teacher to fill in additional situations which may be relevant to her classroom.

Observing Behavior

The teacher should start formal observation of behavior after her class role and schedule has been fairly well established. The usual technique, and the one which requires the least amount of teacher time, is for the teacher to record behavioral observations as they occur on the observation sheets for the PPP Behavior Profile. An example of data recorded on the

observation sheet follows on page 145 . When Miss Poppins observed Bob giving up easily she recorded the date and time, the child's name, the behavior (G-3, giving up easily), and the activity taking place at that specific time in enough detail to note method, or other factors.

After several weeks of recording inappropriate behavior the teacher will be abie to pull out her observations of each child and assess patterns which she can record on the PPP Behavior Profile.

Recording Data on the Profile

Billy's teacher has noted that he engages in B-1 behavior during the start of class, after lunch and after physical education. This behavior does not seem to be related to any specific academic skill or activity. On page 1 of the profile she records a B-1 next to start of class, return from lunch, and after physical education.

The teacher fills in the codes for any other behaviors Billy exhibits in their appropriate places. If Billy tends to give up easily in several situations (Reading instruction-group, math instruction-group, full class, etc.) a G-3 will be placed in those locations on page 1.

It will be noted that there are only 3 blocks for behaviors to be noted next to each situational factor. If more than three behaviors are exhibited in relation to a factor, the teacher should determine the three which are most frequent or most disturbing and record them. If the teacher wishes, she may record behaviors in order of importance in the 3 slots. If Billy sometimes leaves the class without permission after lunch, a B-4 can be placed in the second slot by that item.

After all the behaviors are filled out on page 1 of the profile, they will be recorded and totaled on page 2. Within each of the nine situation categories the teacher will total the number of occurences of each behavior. This number is recorded in the proper line and column . . . as an example, Billy has three B-1's recorded in the time category so a 3 will be placed next to B-1 in the Time column.

By looking at the Total column on the right the teacher can assess the specific behaviors which are most prevalent for the child. By looking at the Grand Totals at the bottom she can assess the teaching situations in which behavior is the most inappropriate. She is also able to determine the general category of behavior which the child is most likely to exhibit (verbal, agressive, etc.)

Miss Poppins' observation of Johnny Doe will be used as a more complete example of profiling procedure.

Observation Sheet

for

PPP Behavior Profile

SAMPLE OBSERVATIONS

FROM MISS POPPINS' CLASS

DATE	NAME	BEHAVIOR	TIME	SITUATION
9/25 MON.	Bob	G-3	8^{45}	copying paragraph from the board.
"	Johnny	B-2	9^{00}	I gave game instructions which may have been too complicated an auditory input.
"	Charlie	A-1 and A-3	9^{15}	Lost game of subtraction Lotto to Mike and Pete.
"	Ann	E-3	10^{00}	poster she was drawing for our bulletin board.
"	Mike	A-3 and A-5	10^{30}	called Ann names when she laughe at his pronunciation.
"	Charlie	D-4 and A-5	10^{30}	hit at Mike for calling Ann name Called him "troublemaker"etc.
"	Johnny	F-2 and G-4	11^{00}	listening to story in group.
"	Pete	C-3	11^{30}	in hall on the way to cafeteria.
"	Johnny	G-4	1^{00}	group math work(mostly auditory)
"	Bob	F-1	2^{00}	"go fish" game.
9/26 TUES.	Johnny	B-2	8^{30}	played with the fish instead of getting in his seat to start work.
"	Steve	D-1	9^{00}	in library with Joe and Mike.
"	Charlie	D-2	9^{45}	tore Pete's spelling list that was going to be put on the board
"	Johnny	G-5 and G-2	10^{00}	reading his experience story to himself.
"	Ann	E-3	10^{00}	scribbled on her experience story.
"	Pete	F-3	10^{00}	when I gave needed help to Johnny and Bob. Experience stor

Johnny Doe's Behavior Profile

After recording observations of her class for three weeks, Miss Poppins felt she had adequate information to fill out Johnny's profile.

She went through her observation sheets and checked off all the times Johnny's name appeared. Pages 147-149 show all of Miss Poppins' observations of Johnny during the three week period.

Once all of Johnny's behaviors were "collected", Miss Poppins proceeded to take each behavior in turn and record it in the appropriate spaces on page 1 of the Behavior Profile (pages 150-151).

The first behavior was A-1 (talking out without permission). This had been noted in several instances when oral spelling was taking place and also was reported by a substitute teacher that had the class when Miss Poppins attended a workshop. On page 1 of Johnny's profile Miss Poppins placed A-1 by "substitute teacher" and "oral reading."

A-2 behaviors were noted during music, auditory tasks, verbal response tasks, when visitors were in the room and when Johnny was done with his work. It was also noted by the substitute and when the task was too long. In general, the tasks required Johnny to be seated. Miss Poppins wrote "A-2" by those situations.

The rest of the profile was filled out in the same manner, making sure that a behavior code was placed only by situations in which the behavior typically happened.

The teacher must use her discretion in deciding which behaviors occurred with sufficient frequency to be profiled.

After page 1 of Johnny's profile was completed, Miss Poppins proceeded to fill in page 2. A-1 behavior was not related to any time factor or place factor so the spaces under those two columns were left blank.

A-1 was recorded once under occurrences so a-1 was placed in the occurrence column. Another 1 was placed under Basic School Subjects because there was an A-1 by oral spelling. The total for A-1 behavior is 2. A-2 behavior was recorded once under place, twice under occurrence, etc., for a total of 6.

After all of the A behaviors were noted on page 2 their total was figured for each column. The total of A recordings was figured. In Johnny's case it was 8.

This procedure was followed for all B, C, D, E, F, and G behaviors. Johnny's B total was 7, C total 4, D total 0, E total 1, F total 9, G total 19. The totals were added together for a grand total of 48.

Observation Sheet

for

PPP Behavior Profile

MISS POPPINS' OBSERVATIONS OF JOHNNY DOE OVER A THREE WEEK PERIOD.

DATE	NAME	BEHAVIOR	TIME	SITUATION
9/25 MON.	Johnny	B-2	9^{00}	Igave game instructions which may have been too complicated an auditory input.
"	"	F-2 and G-4	11^{00}	listening to story in group.
"	"	G-4	1^{00}	group math work(mostly auditory)
9/26 TUES.	"	B-2	8^{30}	played with the fish instead of getting in his seat to start work
"	"	G-5 and G-2	10^{00}	reading his experience story to himself.
"	"	C-3 and G-4	11^{00}	listening to classmates read thei stories aloud.
"	"	F-3	1^{00}	I praised Mike's oral spelling.
"	"	A-2 and B-2	2^{00}	listening to recorded music.
9/27 WED.	"	G-3 and F-3	10^{00}	1 to 1 reading--asked to read words from memory(flash cards)
"	"	G-5	10^{30}	reading instruction with full class(assignment too long)
"	"	A-2	11^{00}	completed work on poster.
"	"	C-3 and F-2	12^{30}	listening station.
"	"	A-2	1^{00}	visitor to class.
"	"	G-3	2^{00}	auditory memory game(too difficult?)
9/28 THURS	"	F-3	9^{00}	asked to re-do sloppy work.
"	"	G-3	10^{00}	memory task in workbook.

Observation Sheet

for

PPP Behavior Profile

Johnny Doe-continued

DATE	NAME	BEHAVIOR	TIME	SITUATION
9/28 cont.	Johnny	G-4	11^{00}	group math work
"	"	G-3	12^{00}	"question and answer game" (auditory..verbal resp.)
"	"	G-2 and G-5	1^{30}	reading inst..both group and to self.
"	"	F-3 and A-1	2^{15}	oral spelling task..Ann was praised for good work.
at workshop had substi. 9/29 FRI.	"	B-2 and A-1	8^{15}	wouldn't sit down for sub.
"	"	A-2	several times	music, verbal response, overly long writing task.
10/2 MON.	"	B-2	8^{15}	while trying to get class settled
"	"	G-3	1^{00}	auditory memory game-verbal reponse.
"	"	F-3	2^{00}	reading 1-1 ..asked to read over until gets it correct.
10/3 TUES.	"	G-4	9^{30}	math work with small group
"	"	G-3	10^{30}	spelling bee
"	"	G-2	1^{00}	reading group.
"	"	G-5 and C-3	2^{00}	in seat puzzle(crossword)
10/4 WED.	"	G-3 and F-2	11^{00}	spelling workbook
"	"	B-2 and A-2	1^{00}	music lesson by Mrs. Stevens
10/5 THURS.	"	B-2	8^{15}	getting class started

Observation Sheet

for Johnny Doe page 3

PPP Behavior Profile

DATE	NAME	BEHAVIOR	TIME	SITUATION
10/5 cont.	Johnny	A-2	8^{30}	when asked to stay in his seat.
"	"	F-3 and A-1	9^{00}	oral spelling from memory.
"	"	C-3 and G-2	10^{00}	reading to self from library book.
"	"	F-3	1^{15}	Mike praised for his excellent writing-Johnny calmed when his was also praised.
10/6 FRI.	"	B-5	absent	
10/9 MON.	"	G-5	10^{00}	bingo game
"	"	F-3	11^{00}	1-1 reading instruction.
"	"	G-4 and C-3	1^{30}	listening to classmates read their new words.
10/10 TUES.	"	C-3	9^{46}	quiet reading to self
"	"	F-3	2^{15}	going over new spelling words
"	"	A-2	2^{20}	principal stops in to observe
10/11 WED.	"	G-3	9^{00}	1-1 reading (too hard?)
"	"	E-5 and A-2	11^{00}	auditory game-verbal response
10/12 THURS.	"	A-2	1^{15}	completed writing work early
10/13 FRI.	"	B-2	8^{20}	while assignments were handed out.
"	"	G-5	11^{00}	giving next project assignments to class.

TIME			
1. Mondays			
2. Fridays			
3. Start of Class	B2		
4. End of Class			
5. Before Lunch			
6. Return from Lunch			
7. After Physical Edu.			
8.			
9.			

PLACE			
1. Halls			
2. Library			
3. Physical Education			
4. In Seat	A2	C3	G5
5. Out of Seat		B2	
6.			
7.			

OCCURANCES			
1. Substitute Teacher	A1	B2	A2
2. Visitor	A2		
3. During Announcements			
4. New Children Admitted			
5. Parties			
6. Field Trips			
7.			
8.			

PRE-REQUISITE SKILLS			
1. Haptic Tasks			
2. Visual Tasks			
3. Auditory Tasks	G5	G3	B2
4. Memory Tasks	G3	F3	
5. Social Comprehension			
6. Conceptual Tasks			
7. Pencil Tasks			
8. Manipulative Tasks			
9. Verbal Response Tasks	E5	G3	A2
10.			
11.			

BASIC SCHOOL SUBJECTS			
1. Reading Instruction-Group	G4	G2	G5
2. Reading Instruction-1 to 1		F3	
3. Reading to Self	C3	G2	G5
4. Math Instruction-Group	G4		
5. Math Instruction-1 to 1			
6. Math Seat Work			
7. Copying			
8. Free Writing			
9. Oral Spelling	G3	F3	A1
10. Written Spelling			
11.			
12.			

ACTIVITIES			
1. Art			
2. Music	B2	A2	
3. Films			
4. Listening Station	G4	F2	C3
5. Quiet Listening	G4	F2	C3
6. Individual Academic Games			
7. Non Competitive Group Games			
8. Competitive Group Games			
9. Free Play			
10. Sports			
11.			
12.			

METHODS			
1. 1 to 1 with Teacher			
2. 1 to 1 with Classmate			
3. Two to Five Classmates			
4. Full Class	G5		
5. Independent Work			
6. Board Work			
7. Work Books	F2	G3	
8. Solve Problem before Class			
9. Oral Presentation to Class			
10.			
11.			

TEACHING SITUATIONS			
1. Presented with New Task			
2. Asked to re-do Task	F3		
3. Becomes Bored with Task			
4. Praised by Teacher			
5. Criticized by Teacher	F3		
6. Completes Work Early			
7. Assignment is Too Long	B2	A2	G5
8. Assignment is too Difficult	B2	G5	G3
9. Asked to Perform Chore			
10.			
11.			

PEER SITUATIONS			
1. With Best Friend			
2. With Group of Friends			
3. Laughed at by Peers			
4. Disagreed with by Peers			
5. Loses in a Game			
6. Other Child is Praised	F3		
7. Classmate Pushes or Shoves			
8. Classmate Starts Fight			
9. Classmate Calls Name			
10. Left Out of Peer Activity			
11. Must Share "His" things			
12.			
13.			

PPP Behavior Profile

NAME Johnny Doe

TEACHER

SCHOOL

B.D. 9/16/64 SEX M

DATE SCORED 10/17/72

PPF BEHAVIOR PROFILE-PAGE 2

Jehnny Doe

	BEHAVIORS	TIME	PLACE	O.CH.	P.R.S.	R.S.S.	ACTIV.	METH.	T.SIT.	PEER	TOTAL
A	A 1- TALKS OUT WITHOUT PERMISSION			1		1					2
	A 2- TALKS TO NEIGHBORS		1	2	1		1		1		6
	A 3- USES PROFANE LANGUAGE										
	A 4- MAKES NEGATIVE COMMENTS ABOUT TEACHER										
	A 5- MAKES NEGATIVE COMMENTS ABOUT CLASSMATES										
	A TOTAL	0	1	3	1	1	1	0	1	0	8
B	B 1- STAYS OUT OF SEAT- WANDERS AROUND ROOM										
	B 2- STAYS OUT OF SEAT- ENGAGES IN INAPPROPRIATE ACTIVITY	1	1	1	1		1	0	2		7
	B 3- SHARPENS PENCIL OR SEEKS TOILET PRIVILEGE EXCESSIVELY										
	B 4- LEAVES CLASS WITHOUT PERMISSION										
	B 5- ABSENTEEISM										
	B TOTAL	1	1	1	1	0	1	0	2	0	7
C	C 1- "CLOWNS" AROUND - SHOWS OFF										
	C 2- ACTS BABYISH OR SILLY										
	C 3- MAKES DISTRACTING NOISES		1			1	2				4
	C 4- BANGS DESK										
	C 5- THROWS SPITBALLS, AIRPLANES, ETC.										
	C TOTAL		1			1	2				4
D	D 1- ANNOYS OTHER STUDENTS (PUSHES, SHOVES, ETC.)										
	D 2- DESTROYS OR MARKS UP CLASSMATES WORK										
	D 3- PHYSICALLY DAMAGES CLASSROOM OR MATERIALS										
	D 4- PHYSICALLY HARMS CLASSMATE OR STARTS FIGHTS										
	D 5- PHYSICALLY HARMS OR THREATENS TEACHER										
	D TOTAL	0	0	0	0	0	0	0	0	0	0
E	E 1- WORKS EXCESSIVELY FAST AND CARELESSLY										
	E 2- DOES SLOPPY, INACCURATE WORK										
	E 3- DESTROYS OR MARKS UP HIS OWN WORK										
	E 4- CHEATS OR COPIES FROM OTHERS										
	E 5- AGGRESSIVE REFUSAL TO DO WORK OR TO PARTICIPATE			1							1
	E TOTAL	0	0	1	0	0	0	0	0	0	1
F	F 1- MAKES NO ATTEMPT TO DO WORK OR TO PARTICIPATE										
	F 2- DAYDREAMS- PAYS NO ATTENTION					2	1				3
	F 3- MAKES NEGATIVE STATEMENTS ABOUT SELF AND ABILITIES			1	2			2	1		6
	F 4- CRIES OR BECOMES EMOTIONALLY UPSET										
	F 5- COMPLAINS OF PHYSICAL SYMPTOMS OR ILLNESS										
	F TOTAL	0	0	1	2	2	1	2	1		9
G	G 1- IS SLOW TO GET STARTED										
	G 2- LOSES PLACE OR PERSEVERATES				2						2
	G 3- GIVES UP EASILY			3	1		1	1			6
	G 4- RECORDS EASILY DISTRACTED				2	2					4
	G 5- REQUIRES EXCESSIVE TEACHER ATTENTION		1	1	2		1	2			7
	G TOTAL	0	1	4	7	2	2	3	0		19
	GRAND TOTAL	1	4	8	11	8	3	8	1		48

Prescribing from the Behavior Profile

Miss Poppins noticed that Johnny's negative behaviors had decreased during the third week in which she had observed his behavior. This was largely due to changes she had made in his educational program that week. She had eliminated most of the tasks depending on auditory input and memory (listening station, quiet listening, etc.) and had increased the feeding of Johnny's strong visual and haptic channels. Similarly, she was better able to tell the amount of work Johnny could handle and the situations which frustrated him.

Miss Poppins realized that she would have to deal with a few problem areas at a time and selected the ones that were most frequent to begin with. A-2 occured under 6 situations, B-2 occured under 7, F-3 and G-3 occured under 6 and G-5 occured under 7.

By looking at Page 1 of the Profile Miss Poppins could see that these behaviors might be reduced by the carefully planned remedial program which she was prescribing to develop Johnny's auditory memory and related pre-requisite skills. She felt confident that she would be able to assess the validity of her pre-requisite and Basic School Subjects prescriptions by noting if Johnny's negative behaviors related to those areas lessened.

Miss Poppins also felt she had to watch the difficulty and length of her assignments to Johnny and the way in which she handled positively reinforcing him for good works and "constructively criticizing" work which needed improvement.

The L-J Sociometric Test

The peer group can act as a primary force in facilitating learning if the teacher understands it and uses it wisely. It can also be the primary force for maintaining deviant behavior if she does not. The group offers acceptance, status, and the opportunity to make friends; all of which are vital to the emotional and scholastic health of the learning disabled child. The teacher may find it impossible to develop positive self-concepts in these children without positive peer influence.

The L-J Sociometric test will enable the teacher to assess the peer structure of her self-contained class and use it toward positive goals.

Administration of the L-J

The L-J Sociometric Test (Long, 1966) is administered by the teacher, 4-6 weeks after school starts, when the pupils have had an opportunity to get to know each other. It is advisable for the teacher to be well along in completing the PPP Behavior Profiles before starting sociometric data collection.

The L-J may be readministered at 6-8 week intervals to account for changes in preference, new pupils admitted, etc.

The variable that the L-J method attempts to measure is social preference or liking. This is a general criterion and one which seems to be essential in all interpersonal relationships. The teacher must take considerable time discussing the question with the group so that they really understand the meaning and intent of the question. One suggestion is to discuss how every pupil likes or prefers certain games, clothes, and food over others. For example, some children prefer chocolate ice cream to strawberry ice cream, or football to baseball. Next, the teacher should stress the confidential nature of the information and describe to the class how this information will be used to form work, study, or play groups.

The children are asked to fill out the L-J Sociometric Test Form by naming the three pupils they like the most, and those they like the least.

Transferring the Sociometric Data to a Matrix Table

Once a teacher has collected the sociometric information she is faced with the problem of organizing the data into a useful and comprehensive system. The procedure in the L-J method is to transfer and tabulate the data from the test forms to a matrix table. The matrix table summarizes the data and shows the choices each pupil has made and received.

The teacher begins this process by listing the names of the class members, preferably in alphabetical order, under the caption, "Choosers' names." The numbers that run across the top of the matrix table correspond to the pupil's numbers in the class alphabetical listing. Each row reveals the pupil's three choices and each column reveals the number and position of the choices made.

L-J SOCIOMETRIC TEST

Name Johnny Doe

Date _____

Write the names of three pupils in this classroom whom you like the most.

1. Bill Brown
2. Charlie Chan
3. Ted Town

Write the names of three pupils in this classroom whom you like the least.

1. Joe Jest
2. Mike Mest
3. Pete Pest

Page 156 shows the completed matrix table giving the most preferred choices of Johnny Doe's class. Ann, the first child listed, named Bill as her first choice, Jane as her second choice, and Joe as her third choice.

Johnny's choices are shown on Page 154 and are recorded on the matrix table. Since he chose Bill as his first choice the teacher put a 1 under column 2 since Bill's name is listed on row 2. Likewise, she put a 2 under column 4 for Johnny's second choice, Charlie; and 3 under column 12 for Ted.

This procedure is repeated for every pupil until preferences of the entire class are recorded, with one first, one second, and one third choice for each child's row. At the bottom of the matrix table, the data are tabulated three ways; number to times selected, weighted score and rank in class. The identical procedure is used for recording least preferred data. The least preferred Matrix of Johnny's class is shown on page 160.

Tabulating the Scores

One way of analyzing the sociometric information is to determine the number of times a pupil is selected, regardless of the source and rating of the choice. This is done by counting the number of choices received in each pupil's column. For example, Ann (column 1) was chosen three times and Bill (column 2) was chosen 17 times, while Susan (column 11) received no choices. These totals should be recorded in the row labeled "number of times selected".

Another way of treating the data is to derive a weighted score for each pupil. This is tricky and is the place where most mistakes are made. Three points are given for each first choice, two points for each second choice, and one point for each third choice. In other words, there is an inverse relationship between the pupil's choices and the weighted scores.

Ann, for example, has 2 first choices (2 x 3 = 6), no second choice, and one third choice (1 x 1 = 1), making a total weighted score of 6 + 1 = 7.

Johnny has 1 first choice (3 pts.) and two third choices (2 x 1 = 2) for a total of 5. Bill has 4 first places (12 points), 2 second places (4 points) and one third (1 point) for a total of 17 points.

After the weighted score has been computed, the child's rank in class can be established. Weighted scores should be used; however, if there is a tie in weighted score, the "times selected" can be taken into consideration. Bill, with 17 points, ranks first in this class. Charlie has 12 points and ranks second. Both Ann and Bob have 7 points but since Bob was selected 4 times and Ann 3 times, he ranks fourth and she fifth.

Johnny and two other children have identical weighted scores and times selected. They all rank the same within the class.

DATA

Group: Miss Poppins' Class

Criterion: Most Preferred

Date:

Choosers' names	No.	Choices 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Ann	1		1			2	3														
Bill	2			3	1								2								
Bob	3		2		1			3													
Charlie	4		1	2				3													
Jane	5	1								2	3										
Joe	6		2			3					1										
Johnny	7		1		2								3								
Mike	8						1			3	2										
Pete	9	3						1			2										
Steve	10		3	2	1																
Susan	11	1				2	3														
Ted	12		1	2	3																
	13																				
	14																				
	15																				
	16																				
	17																				
	18																				
	19																				
	20																				
No. of times selected		3	7	4	5	3	3	3	0	2	4	0	2								
Weighted score		7	17	7	12	5	5	5	0	3	8	0	3								
Rank in class		5	1	4	2	6	6	6	8	7	3	8	7								

Most Preferred Matrix of Johnny Doe's Class

Plotting the L-J Sociogram

The purpose of the sociogram is to provide the teacher with a graphic portrait of the social structure of her group. It is constructed by drawing lines and arrows between the pupils and their preferred choices. The L-J Sociogram is plotted on a target which contains five concentric bands, the third being shaded and labeled the "expected base."

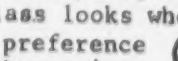
The underlying assumption of this expected base is that each pupil in a group should receive the same number of choices as he makes, if the social preference of a class operates on a chance level. In the L-J method each pupil theoretically should receive one first, one second, and one third choice, or an equivalent of a weighted score of 6.

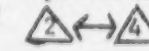
Bands 4 and 5 indicate weighted scores above the expected base. Scores of 7-12 are plotted on Band 4. Scores of 13 and above are significantly higher than chance at the .01 level and are plotted on Band 5. Scores of 6 are at the expected base and are plotted on Band 3. Scores below 6 are plotted on Bands 1 and 2. Scores of 1-6 are below expectation and are plotted on Band 2. A child who receives no choices at all is plotted on Band 1 as this is significantly below average at the .01 level.

Page 158 illustrates how the pupils are placed in their appropriate band according to their weighted scores. The boys are symbolized by triangles and are placed on the right half of the target, while the girls are symbolized by circles and are placed on the left half of the target. The plotting is identical for both social variables: Most preferred and least preferred. The actual plotting of a sociogram involves three steps: 1. Plotting weighted scores; 2. Plotting first choices; 3. Rearranging to avoid confusion.

1. The teacher begins by re-examining the row labeled "weighted score" on the matrix table. (See Page 156)

   Ann is the first pupil in the row and has a weighted score of 7. Since this score is above expected, a circle is drawn in the fourth ring on the left side and her identification number 1, is placed within it. Next comes Bill. His weighted score is 17. A triangle is drawn in the center ring on the right side with his number (2) within it. After all the pupils are placed and identified by number, the plotting of choices begins.

2. Since it would be very confusing to plot each child's first, second and third choices, only first choices are plotted. Again, this information is found by analyzing the matrix table. Page 159 illustrates how this same class looks when the first choices are plotted. There is one cross sex preference 

. There is also one mutual preference of 

.

3. In order to maintain the simplicity and clarity of the sociogram, the teacher will have to relocate certain pupils within their respective circles to avoid and minimize unnecessary line crossing. This becomes easier after a few practice targets have been drawn.

Group: **Miss Poppins' Class**

Placement:

Girls on left

Boys on right

Only 1st choices are plotted

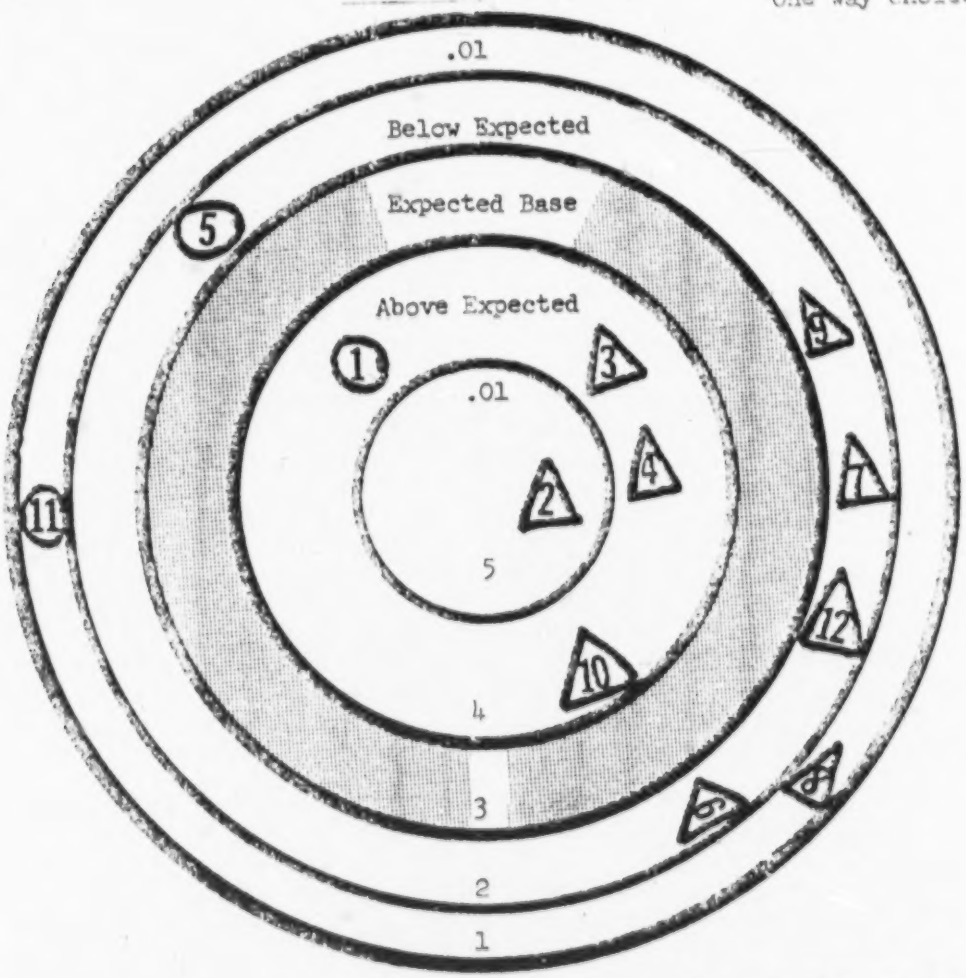
Key:

Girls ○

Boys △

Mutual choices ⟷

One way choices →



Weighted Scores

Band 1: Zero points = Significantly ignored pupil (.01 level)

Band 2: 1-5 points = Below expected score

Band 3: 6 points = Expected base score

Band 4: 7-12 points = Above expected score

Band 5: 13+ points = Significantly preferred pupil (.01 level)

General Information:

1. No. of girls 3
2. No. of boys 9
3. No. of mutual choices
4. No. of boy-girl choices
5. No. of girl-boy choices

L-J Target of Johnny Doe's Class Showing Placement of Children by Weighted Scores

Group: Miss Poppins' Class

Variable: Most Preferred

Placement:

Girls on left

Boys on right

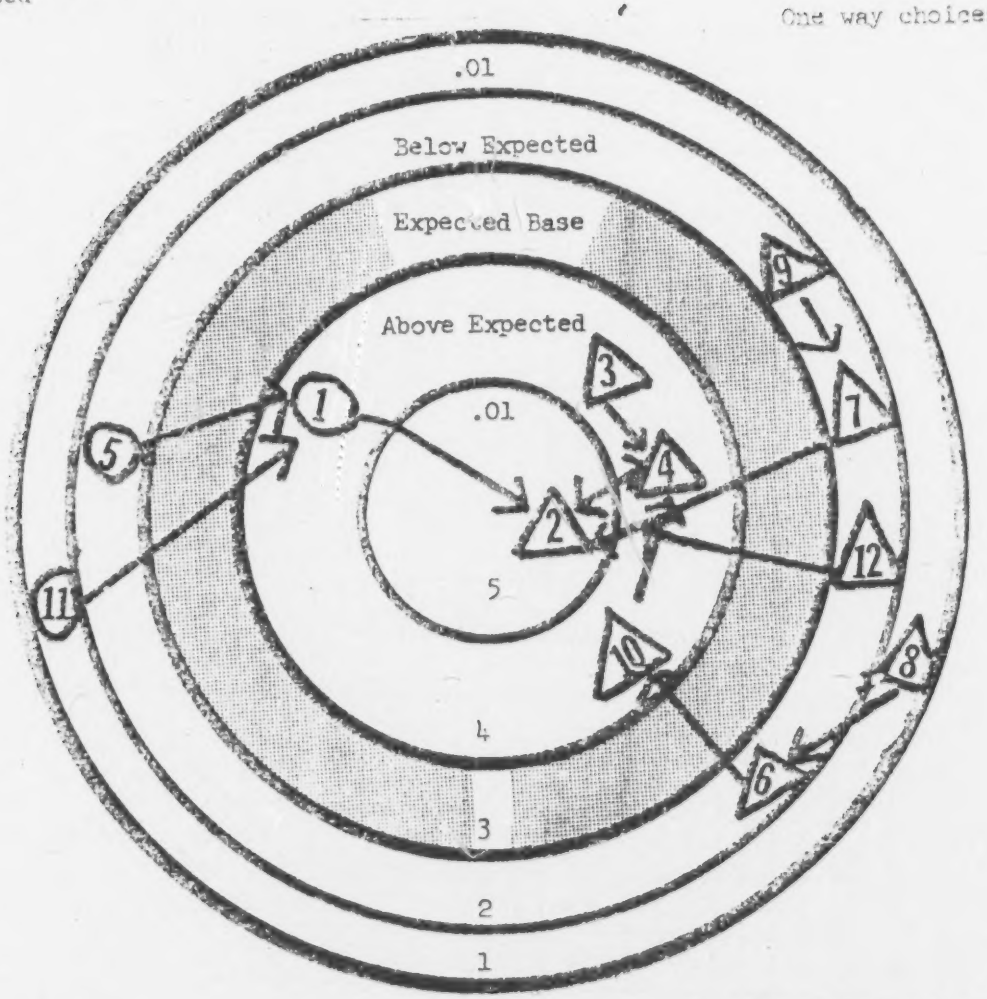
Only 1st choices are plotted

Girls ○

Boys △

Mutual choices ⟷

One way choices →



Weighted Scores

Band 1: Zero points = Significantly ignored pupil (.01 level)

Band 2: 1-5 points = Below expected score

Band 3: 6 points = Expected base score

Band 4: 7-12 points = Above expected score

Band 5: 13+ points = Significantly preferred pupil (.01 level)

General Information:

1. No. of girls 3
2. No. of boys 9
3. No. of mutual choices 1
4. No. of boy-girl choices 9
5. No. of girl-boy choices 1

L-J Target of Johnny Doe's Class Showing First Choices for the Most Preferred Variable

MATRIX TABLE FOR PROCESSING SOCIOMETRIC DATA

Group: Miss Poppins' Class

Criterion: Least Preferred

Date:

Choosers' names	No.	Choices																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Ann	1							2	3				1								
Bill	2								1	3	2										
Bob	3	2				3			1												
Charlie	4	3							1	2											
Jane	5		3		1								2								
Joe	6			3					2	1											
Johnny	7						1		2	3											
Mike	8			1	2								3								
Pete	9	2				3			1												
Steve	10	3					2						1								
Susan	11				3						2		1								
Ted	12	1				2			3												
	13																				
	14																				
	15																				
	16																				
	17																				
	18																				
	19																				
	20																				
No. of times selected		5	1	2	3	3	1	2	8	4	2	0	5								
Weighted score		9	1	4	6	4	3	4	18	7	4	0	12								
Rank in class		3	9	7	5	6	8	7	1	4	7	10	2								

Least Preferred Matrix of Johnny Doe's Class

Group: **Miss Poppins' Class**

Variable: Least Preferred

Placement:

Girls on left

Boys on right

Only 1st choices are plotted

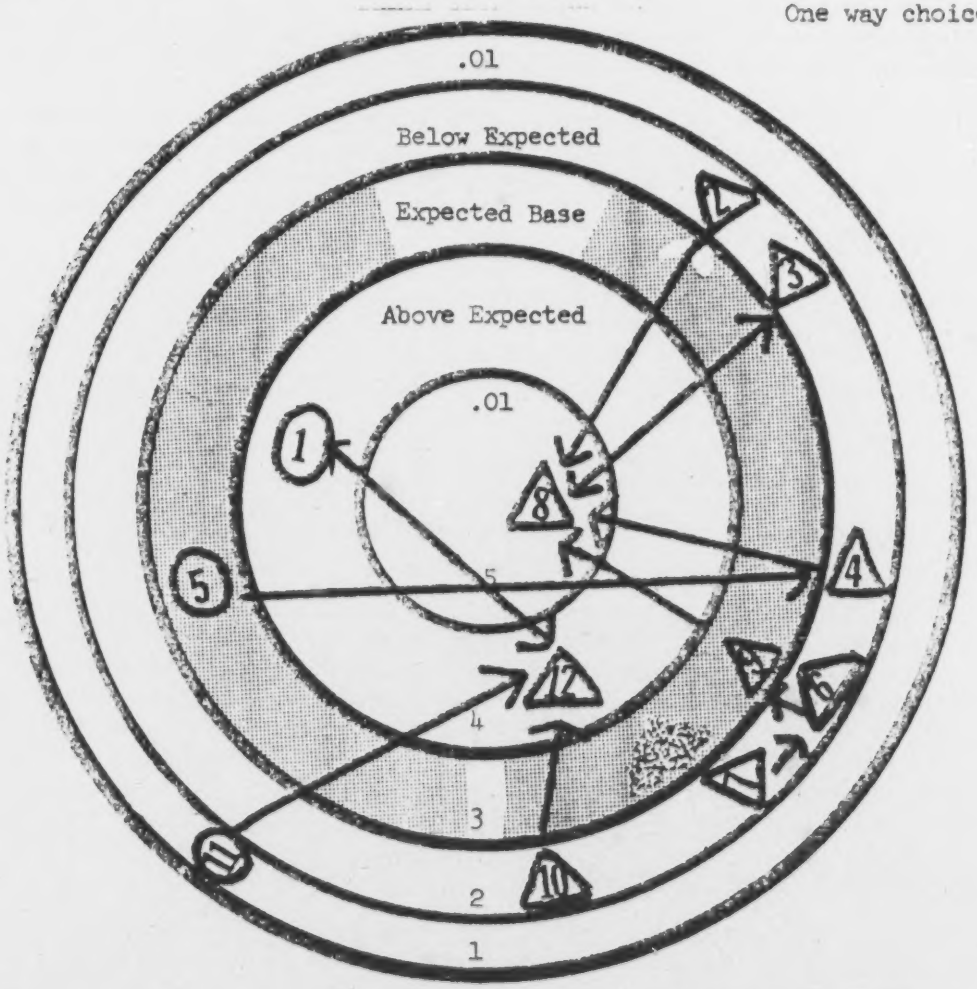
Key:

Girls ○

Boys △

Mutual choices ⟷

One way choices ⟶



Weighted Scores

Band 1: Zero points = Significantly ignored pupil (.01 level)

Band 2: 1-5 points = Below expected score

Band 3: 6 points = Expected base score

Band 4: 7-12 points = Above expected score

Band 5: 13+ points = Significantly preferred pupil (.01 level)

General Information:

1. No. of girls 3
2. No. of boys 9
3. No. of mutual choices 2
4. No. of boy-girl choices 1
5. No. of girl-boy choices 3

L-J Target of Johnny Doe's Class Showing First Choices on the Least Preferred Variable

Sociometric Terminology

Because the L-J target is constructed on a statistical basis, a more precise sociometric language has been developed and defined. Four new terms are presented which should add a new level of specificity to sociometry.

1. The term "significantly preferred pupil" (S.P.P.) replaces the ambiguous term "star". The S.P.P. is one who receives a score of 13 or higher on the "most preferred" variable. This pupil is placed in Band 5 on the "most preferred" sociometric target. Bill is a S.P.P.

2. The term "significantly rejected pupil" (S.R.P.) replaces the ambiguous term "rejectee". The S.R.P. is one who received a weighted score greater than 12 on the "least preferred" sociometric variable. This pupil is placed in Band 5 on the least preferred target. Mike is a S.R.P.

3. The term "significantly ignored pupil" (S.I.P.) replaces the term "isolate". The S.I.P. is one who receives no choices on either the "most preferred" or the "least preferred" social variable. Susan is a S.I.P.

4. The term "significantly split pupil" (S.S.P.) defines a student who is both significantly preferred and significantly rejected. He is a child who is plotted in Band 5 on both targets. This type of pupil poses many interesting management questions and is rarely identified unless sociometric data are gathered. Like the S.I.P., he can only be identified when both social variables are examined. There are no S.S.P.'s in Johnny's class.

Developing Sociometric Proficiency

Using the sociogram of her class, Miss Poppins can obtain the following information. To develop competency, the teacher should reply to these questions herself before referring to Miss Poppins' answers below:

1. Which child is the least liked in the class?

2. Who chose Ann as the least liked person?

3. Which two boys chose each other as least liked (mutual choice)?

4. Would Johnny work better with Pete and Bill or with Joe and Mike?

Miss Poppins' answers are as follows:

1. #8 (Mike)

2. Ted

3. #8 and #3 (Bob and Mike)

4. Pete and Bill. They are in his "liking" group while Joe and Mike are among his least preferred classmates.

Interpretation of Sociometric Data

The first steps in the interpretation of the data should be to examine the overall pattern of the targets, identifying the following characteristics:

1. Group integration - How does the class appear as a whole?

2. Subdivisions - Sex? Large cliques?

3. Communication patterns - Including triangles, squares, pentagons or other small, closed systems. These are necessary to utilize in selecting teaching groups. Negative ones should be avoided even if the children have common pre-requisite needs.

4. Chains of Choices - Get the leader started and the rest will likely follow.

5. Mutual or unreciprocal choices.

6. The names of the significantly split pupils (S.S.P.), the significantly most preferred pupils (S.P.P.), the significantly rejected pupils (S.R.P.) and the significantly ignored pupils (S.I.P)

As the teacher becomes acquainted with these over-all patterns, she needs to keep in mind that certain characteristics of group structure are common at certain ages or stages of development. For example, in the primary grades there are usually several chains of one-way choices, a relatively large number of boy-girl choices, and a relatively non-complex network manifested on the target, while mutual choices are usually rare. In the middle elementary grades, few girl-boy choices or mutual choices are found, although subgroups begin to occur with greater frequency. In the eighth grade, boy-girl choices reappear and mutual choices are more numerous; while in high school, subgroups are usually more well defined and flexible.

After the over-all patterns have been examined, the teacher can begin to consider more specifically the roles of pupils on the one hand and the patterns of subgroups on the other. In analyzing pupils it is extremely

important to note the individual position on both the most-preferred and the least-preferred targets, since it is quite possible that a pupil could appear as an SSP. If the analysis is restricted to only one of the targets, this could lead to some unfortunate misinterpretations.

Every target should be analyzed in terms of the following three factors:

(1) teacher prediction; (2) intra-group patterns; and (3) pupil position.

Involving the Teacher in the Sociometric Analysis (Teacher Prediction). One of the most insightful ways of involving the teacher in the sociometric analysis is to have her predict the outcome of social preference by ranking all the pupils on this variable from high to low prior to the administration of the sociometric test. This prediction usually creates enough tension and interest in the teacher so that she is well motivated to complete the sociometric analysis and sociogram. By comparing the teacher's predictions to the group predictions, a measure of teacher awareness of peer social preference can be determined by a rank order correlation.

Intra-group Patterns. Sex-separation. The number of girl-boy and boy-girl choices varies, as stated previously, with different stages of development and different age levels. It is important to contrast the number of heterosexual choices and the number of mutual boy-girl choices with the teacher's own experience in assessing the degree to which heterosexual interaction occurs. It is extremely important to include first, second, and third choices in an analysis of sex separation, since many students in the elementary and secondary will usually list a student of the same sex as their first choice. This would not necessarily indicate that the group as a whole maintains rather rigid sex distinction in its interaction.

Subgroups. Subgroups frequently occur on the target in the form of triangles, squares, pentagons, or other small closed groups when the pupils choose each other and make a few choices outside of this select group. As in the case of sex separation, it is important to determine whether the apparent subgroups which occur when first choices are plotted are maintained through second and third choices. If this is not done, the exclusiveness of the subgroup may be overestimated. To avoid this, the teacher can be led to refer to the matrix table and examine all the choices of the pupils in the subgroups. It is important, however, to note the presence or absence of lines of communication which may link some subgroups with others.

Other characteristics of subgroups which should be included in the analysis are the sex of the members and the number and identity of S.P.P's or S.R.P's which may give the teacher a better idea of the social status of the group. It is also useful to compare the plotted characteristics with those overt characteristic noticed by the teacher in everyday activities.

Concentrated social preference. The majority of the social preference may be attributed to a few individuals of the class. This is indicated when several pupils appear in Band 5 of the most-preferred target, few in the

expected base, and the remainder in the outer bands. It is hypothesized that the teacher's success with these groups of significantly preferred pupils may greatly influence her success with the entire class. It is also important to assess the characteristics of this group of highly preferred pupils in regard to age, scholastic achievement, sex, interests, in-class behavior, etc., in an attempt to ascertain underlying values of the group.

Diffused social preference. Diffusion of social preference is related to a situation in which there are few or no S.P.P.'s in Band 5, while there are many in Band 4, few in the expected band, and many in the below expected bands.

Pupil Position. Below is indicated the possible positions of individual pupils on both the most preferred and the least preferred targets. Four types can be observed: Type I, in which the pupil appears as a significantly split pupil; Type II, in which the pupil is a significantly preferred pupil on the most-preferred target

Most preferred Target	Least Preferred Target: Significantly rejected pupil	Least Preferred Target: Significantly ignored pupil
Significantly preferred pupil	Type I S.S.P.	Type II S.P.P.
Significantly ignored pupil	Type III S.R.P.	Type IV S.I.P.

and a significantly ignored pupil on the least preferred Target; Type III, in which the pupil is significantly ignored on the most-preferred target and significantly rejected on the least-preferred; and Type IV, in which the pupil appears as a significantly ignored pupil on both the most-preferred and the least-preferred targets.

In Type I, the individual appears as an S.S.P. - a significantly preferred pupil on the most-preferred target and a significantly rejected pupil on the least-preferred target. The appearance of the same pupil in Band 5 on both targets may indicate the existence of group cleavages or the possibility of intra-group conflicts. When the choices given a pupil in this situation are analyzed, it is usually found that one group of pupils has given him a majority of choices on the most-preferred target. Such a situation was described by a history teacher who stated that whenever the class was divided into discussion groups he had to take care that Bill, who was very well liked by many of the pupils, was not placed in with members of another group who for some reason could or would not work with him. A pupil in Bill's situation would have difficulty in influencing the entire class toward a goal, since his attempts would usually serve to intensify the differences between the group of pupils who gave him their most-preferred choices and the group who gave him their least-preferred choices.

Type II corresponds to the pupil who is significantly preferred on the most-preferred target and significantly ignored on the least-preferred target. Such a pupil has a great potential to influence the entire class because he is well liked by a significant portion of the class and is not rejected by others to any appreciable degree.

Precautions for Interpretation

1. The results of a sociometric study give only the social structure in existence at the time of administration; these results (peer choices) give no reasons as to why the structure exists. Rather, the sociogram provides only a starting point for investigating the possible reasons for this group structure. Until the teacher is aware of the actual group structure, however, little can be accomplished in influencing it.

2. The conditions of administration may influence the results to the point of distorting the true picture. Factors such as teacher-student rapport, student co-operation, teacher-sensitivity and skill in preparing the class for the activity, mood of the group, specific time of administration, and type of question asked the students may have varying effects. These conditions are discussed in the earlier section on administration. They must be kept in mind when analyzing and interpreting results.

3. Sociometric data alone provide the teacher with no information regarding the psychological make-up of individuals included in the study. The fact that a pupil receives no choices does not imply that he has withdrawn psychologically but only that he has been excluded by the group - a situation which may be due to a wide variety of factors. The PPP Behavior Profile can help the teacher determine these factors.

4. The social structure of a classroom group may be highly subject to continued change and modification in a mobile community. Friendships come and go among children at various developmental levels. For this reason it is much more sound to administer a series of sociometric studies and to assess these changes as they occur. Under such circumstances shifts in subgroups and changes in a specific individual's position within the group can be noted. One particular question is extremely important: Does a significantly preferred, rejected, or ignored pupil maintain this status consistently over a period of time?

Interpreting Miss Poppins' Sociometric Data

Miss Poppins noted the following about her class:

1. The class was fairly well integrated.

2. There was normal sex separation on both variables.

3. There were no closed communication systems.

4. Child #2 (Bill) is the class "leader". If Miss Poppins can motivate him the rest of the class will be positively influenced.

5. The general pattern of choices and the names of SPP's, SRP's, and SIP's. See page 162.

Miss Poppins decided to re-do the sociometric procedure at the end of the first semester to assess any shifts that may have occurred. She will be working on the behavior problems which appear to be making #8 (Mike) significantly rejected, and the withdrawal of #11 (Susan), which may contribute to her being ignored. The follow-up sociogram will help her determine if she has been successful in these endeavors.

Self Appraisal Inventory

Description and Rationale

This inventory, which was developed under the Title III project, "Instructional Objectives Exchange," consists of forty questions to be asked of children. In addition, there are six optional practice exercises. Children respond to each question, see page , as it is read by putting a mark through "yes" or "no" on their response sheets.

This self report device attempts to secure, in a rather straightforward fashion, a child's responses to questions which pertain to four aspects of the self concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem.

Examples of each dimension (for which subscale scores are obtainable in the inventory) are (1) General: "Are you a good child?" (2) Family: "Are you an important person to your family?" (3) Peer: "Would you rather play with friends younger than you?" (4) Scholastic: "Can you get good grades if you want to?"

From these examples it can be seen that if a child wished to answer untruthfully, in such a way that he would be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by administering the inventory in such a way that the anonymity of the respondent is both real and perceived.

Directions for Administration

The Self Appraisal Inventory may be administered in a variety of ways:

1. All forty items may be used, and a single score obtained, yielding a global estimate of self concept.

2. A shorter version, consisting of items one through twenty, may be used to yield a global estimate of self concept.

3. The entire forty items may be administered, but subscales (peer, family, school, general) scored separately, yielding information regarding each dimension of self concept. This is the recommended utilization for PPP purposes.

4. Only those subscales representing the dimensions of interest may be administered.

Items which represent each of the subscales within the Self Appraisal Inventory are as follows:

Peer: Items 1, 5, 9, 13, 17, 21, 23, 25, 30, 35, 36, 37, 38;

Family: Items 2, 6, 10, 14, 18, 32;

School: Items 3, 7, 11, 15, 19, 24, 26, 28, 29, 34, 39, 40;

General: Items 4, 8, 12, 16, 20, 22, 27, 31, 33.

It has been found that children of kindergarten age and above are able to complete the entire inventory (that is, forty items) in approximately twenty minutes, after practice activities are used as recommended.

The following practice activities should be used prior to beginning the measure to insure that the children understand the procedure for indicating their responses:

1. On the chalkboard, draw a series of response boxes similar to those on the response sheet:

Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No

(Do not distribute the actual response sheets until the children are ready to begin the inventory.)

2. Clearly identify the written words "yes" and "no" for the children. Have individual children identify the words; confirm the correctness of each child's response.

3. Demonstrate the proper marking of the responses (yes, no). Emphasize that only one word is to be marked in each box.

4. Have different children come to the board to answer as many of the following practice items as are deemed necessary. With children who can already discriminate between "yes" and "no" responses, few, if any, of these practice exercises may be needed. Note that on items, c, e, and f, all children are not expected to answer identically. Confirm the correctness of each child's responses.

   a. Are you a child?
   b. Are you a train?
   c. Do you have a brother
   d. Do birds fly?
   e. Do you have a sister?
   f. Do you like to sing?

Two methods of identifying the response boxes are provided. The pictures on the left in each box may be used with children who are unable to identify the numerals one through forty. If the pictures are used, they should be identified before beginning the inventory. The pictures are: face, star, bell, cat, telephone, flower, clown, house, dog, umbrella. When administering the instrument, the administrator should check on each item to make sure children are responding "in the box with the . . . ." Children who are able to read numerals may prefer to use these rather than the pictures; they are located on the right of each box. The administrator should identify the correct numeral before and after reading each question.

Remind the children that for many questions, either answer may be correct, although only one answer will be true for a particular child. Therefore, they need not worry if another child's answer is different from their own.

Do not permit the children to verbalize their answers when responding.

In some cases, administration may be easiest if conducted with a small group of students at a time, rather than with the entire class at once.

Scoring the Self Appraisal Inventory

Scoring templates are prepared by cutting out each positive response on the scoring guide. The template is then placed over the corresponding student response sheet and the number of responses appearing through the cut holes are counted. One point is given for each. Subscale scores can be figured, using the guidelines above each response on the scoring templates.

Average scores for a group of pupils, for the entire inventory or for a particular subscale, may be computed by summing the score for all pupils and dividing by the number of pupils in the group.

Johnny's Self Appraisal Inventory

Miss Poppins knew that the way a child saw himself as an individual, and as part of a group, would profoundly effect his learning ability. She decided to give Johnny the Self Appraisal Inventory, page 171, to get an estimate of his self concept. She circled Johnny's responses that were negative in nature, and noticed that they were mostly school related.

"Personal Interview Time" was an important part of every school day in Miss Poppins' class. Time was set aside at the end of the day for individual conferences that either a student or the teacher could request. Miss Poppins arranged a Personal Interview with Johnny after going over his Self Appraisal Inventory. She told him that she realized that school work had been very difficult for him in the past. This was a new year and she was going to make sure that Johnny would have work that he would be

JOHNNY DOE'S

RESPONSES TO

THE SELF APPRAISAL INVENTORY Self Appraisal Inventory

YES	1.	Are you easy to like?
NO	2.	Do you often get in trouble at home?
NO	3.	Can you give a good talk in front of your class?
NO	4.	Do you wish you were younger?
NO	5.	Do you usually let other children have their way?
YES	6.	Are you an important person to your family?
YES	7.	Do you often feel bad in school?
NO	8.	Do you like being just what you are?
YES	9.	Do you have enough friends?
YES	10.	Does your family want too much of you?
NO	11.	Are you a good reader?
NO	12.	Do you wish you were a different child?
NO	13.	Are other children often mean to you?
YES	14.	Do you tell your family when you are mad at them?
YES	15.	Do you often want to give up in school?
NO	16.	Can you wait your turn easily?
YES	17.	Do your friends usually do what you say?
YES	18.	Are there times when you would like to run away from home?
NO	19.	Are you good in your school work?
NO	20.	Do you often break your promises?
NO	21.	Do most children have fewer friends than you?
YES	22.	Are you a good child?
NO	23.	Are most children better liked than you?
NO	24.	Would you like to stay home instead of going to school?
NO	25.	Are you one of the last to be chosen for games?
NO	26.	Are the things you do at school very easy for you?
YES	27.	Do you like being you?
NO	28.	Can you get good grades if you want to?
NO	29.	Can you forget most of what you learn?
NO	30.	Do you feel lonely very often?
YES	31.	If you have something to say, do you usually say it.
NO	32.	Do you get upset easily at home?
NO	33.	Do you often feel ashamed of yourself?
YES	34.	Do you like the teacher to ask you questions in front of the other children?
YES	35.	Do the other children in the class think you are a good worker?
NO	36.	Does being with other children bother you?
NO	37.	Are you hard to be friends with?
NO	38.	Would you rather play with friends who are younger than you?
NO	39.	Do you often find it hard to talk to your class?
YES	40.	Are most children able to finish their school work more quickly than you?

PEER 10 FAMILY 5 SCHOOL 5 GENERAL 8

able to do. She was going to help him with every new concept until he thoroughly understood it before she went on to something new. School was going to be a happy place where they would be working together as a family. She would like Johnny to help other classmates with things he was good at and they in turn would help him. For instance, Johnny was so superior in sports, that she would have him be the class coach and help others develop baseball batting and football kicking skills. Miss Poppins made sure that Johnny knew that he could come to her about any worries or problems about school and she would help him solve them.

Johnny left his conference with Miss Poppins feeling very good about himself, his class and his teacher.

"PPP" Classroom Behavior Rating Scale

The PPP Classroom Behavior Rating Scale is composed of identification guidelines and pertinent questions for analyzing behavioral symptoms exhibited in educational situations. Each question is provided with five answers along a sliding scale from inappropriate to appropriate behavior. The teacher picks the answer that best describes the child. A profile of the student's behavior becomes apparent so that appropriate management and educational procedures may be facilitated by the teacher. It is suggested that judgments are not made until there has been a three week observation period.

This instrument can be easily used in a large class. It will point out which students should be plotted on the PPP Behavior Profile for a more definitive pinpointing of problem behavior.

Johnny's "PPP" Classroom Behavior Rating Scale

Class had been in session for three weeks. Miss Poppins knew her students well enough and had observed them long enough to complete a "PPP" Classroom Behavior Rating Scale for each one. She had Johnny Doe's before her, page 173-176. Filling out the Rating Scale really made her think about Johnny and his relations to his peers and his teacher in all types of situations. She knew that his out of seat behavior was disturbing to her and to the entire class. Was it that the work was too hard and frustrating, or too long and boring? Perhaps Johnny needed a more structured day, with activities scheduled in shorter time spans. Since he seemed to work better in small group situations, Miss Poppins decided to develop projects where small groups having similar interests could plan a report for the class. She was pleased that she could make so many educational decisions from her "PPP" Classroom Behavior Rating Scale.

"PPP"

Classroom Behavior Rating Scale

Student Name Johnny Doe No._____ Date_____ Age 8

Please rate the student on the following items. Check the statement that best describes the student. Make your judgment after three weeks observation time. MAKE ONLY ONE CHECK PER ITEM.

1. OUT OF SEAT BEHAVIOR (Peers)

What behavioral effect does the above named student have on other class members?

Out of seat behavior serious bother to others	Out of seat behavior distracting to others	Often out of seat but not disturbing	Seldom out of seat without asking	Out of seat only after asking

2. OUT OF SEAT BEHAVIOR (Teacher)

What behavioral effect does the above named student have on your efficiency as a teacher?

Out of seat behavior serious bother to you	Out of seat behavior requires much attention	Often out of seat but not much problem	Seldom out of seat without permission	Out of seat only with permission

3. TALKING OUT BEHAVIOR

How often does the student exhibit inappropriate verbal behavior?

Constantly talks out without permission	Often talks out without permission	Occasionally talks out without permission	Rarely talks out without permission	Never talks out without permission

4. GROUP PARTICIPATION

How often does this student make positive contributions to class related discussions?

Never takes part in discussions	Rarely takes part in discussions	Occasionally takes part in discussions	Usually takes part in group discussions	Always takes part in group discussion

5. AGGRESSIVENESS

How much "acting out" behavior does he exhibit ?

Behavior seriously harmful to others	Behavior must be watched closely	Occasionally a behavior problem	Seldom a behavior problem	Never a behavior problem

6. PEER RELATIONSHIPS

How is he accepted socially by other class members?

Avoided by all other students	Avoided by most, liked by few	Accepted by most students	Liked by most, avoided by a few	Liked by all students

7. GENERAL ATTITUDE TOWARD PEERS

What is this student's attitude toward other class members?

Never tries to make friends	Rarely makes friends	Occasionally makes friends	Usually makes friends	Always makes friends with other students

8. DISTRACTIBILITY

Is he able to continue working, although minor distractions occur?

Loses concentration at slightest distraction	Finds it very difficult to maintain concentration	Can concentrate for short periods	Becomes so absorbed oblivious to surroundings	Good concentration

9. INITIATION OF ASSIGNMENTS

Is the student able to initiate assignments?

Never initiates assignments	Needs excessive prodding to initiate assignments	Needs occasional prodding before initiating assignment	Usually initiates tasks independently	Always initiates assignments independently

10. COMPLETION OF ASSIGNMENTS

Is the student able to follow through on independent assignments?

Never completes task	Rarely completes task with excessive prodding	Occassionally completes task with prodding	Usually completes task independently	Always completes task independently

11. IMPULSIVITY

How painstaking and exact is this student in his work?

Haphazard, hopelessly careless work	Usually inexact slipshod, may turn out precise work on occasion	Can do a good job if pushed but often careless and inexact	Usually painstaking, occasional lapses poor work	Very exact, careful and painstaking in all work

12. GENERAL ATTITUDE TOWARD SCHOOL

What is this student's attitude toward school work ?

Openly resentful, no interest in school	Vague feeling of resentment, interest hard to arouse	Inattentive and indifferent	Interested in most work occasionally bored	Enthusiastic, eager each day

13 EMOTIONAL CONTROL

How does this student respond emotionally

Reacts violently when no provocation exists	Usually uncontrolled emotions, may attempt to hide when slightly provoked	May attempt control, but just as often will display feelings	Usually controls emotional outbursts	Highly controlled, accepts society limits in expressing emotions and chooses alternative behavior

14. DISINHIBITED - IMPULSIVITY

How often does this student respond without forethought?

Always performs (actions and words) without forethought Responds without considering consequences	Sometimes	Occasionally	Rarely	Never

15. PERSEVERATION

How often does this student continue a task inappropriately?

Always continues a task (action, words or topic) far beyond appropriateness of activity	Sometimes	Occasionally	Rarely	Never

16. CHILD FUNCTIONS BEST IN

In what type of classroom situation does this child function best?

Large group teacher directed	Large group self directed	Small group teacher directed	Small group self directed	One-to-one individual supervision

17. FRUSTRATION

How does this child cope with frustrating situations?

Low tolerance for frustration	Withdraws from situation when immediate success is not achieved	Withdraws from situation after second unsuccessful attempt	Makes several attempts at activity before giving up	Copes well with extended frustrating situation

18. PERFORMANCE IN COMPETITIVE SITUATIONS

How does competition affect this child's performance?

Behavior always deteriorates in competitive situations (withdraws or becomes bully)	Behavior deteriorates in some competitive situations	Performs in competitive situations only with teacher or peer prodding	Performs adequately in competitive situations	Incentive derived from competition

19. PASSIVENESS

Does this child participate in group activities?

Daydreams, withdrawn	Shy, timid	Difficult to participate in group activities	Participates in most activities	Participates actively in all group activities

20. MOTIVATION (Reinforcement)

What is the most successful reinforcement for this child?

Immediate gratification needed (candy)	Delayed gratification of a substance nature (points earned for specific item)	Simple Scholastic reward (star - gummed labels)	Social reward (smile, pat on back)	Inner satisfaction in a job well-done Long term goals high interest level in all activities

The PPP School Sentence Form

This sentence completion form allows the child to express his feelings about school related topics in greater detail than is possible with the Self-Appraisal Inventory. It provides the teacher with valuable information and may be used at intervals to assess change in attitude and self-concept.

Administration of the School Sentence Form

Children who are able to read the sentence stems and write the answers, are given the form and told to complete each sentence in any way they would like.

The teacher should read the sentence stems aloud and write the completions, for children who are not able to complete the form themselves. Any response should be unconditionally accepted and the teacher should make no evaluative comments whatsoever.

The first 20 sentences are given as a unit. Any, or all, of the supplementary sentences on page 2 may also be used, if the teacher desires additional information in any of the areas noted in the interpretation section which follows.

Interpretation of the Form

The School Sentence Form can provide the following information:

1. Areas of positive motivation. The responses to items 1, 3, 4, 6, 9, 13, 18, 19, 39 are especially helpful in identifying things which are motivating for the child.

2. Areas of negative motivation. The responses to items 2, 12, 15, 23, 29, 36, 38, 40 identify things which are disliked by the child and likely to be avoided.

3. Feelings about school topics. The responses to items 1, 2, 5, 7, 9, 10, 11, 14, 15, 16, 20, 21, 30, 35 may provide the teacher with a representation of the child's school self-concept and subject preferences.

4. Feelings about peer topics. The responses to items 8, 17, 19, 22, 27, 28, 34 give a picture of the pupil's reaction toward other children and peer situations.

5. General Self-Concept. The responses to items 3, 4, 7, 9, 12, 13, 15 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42 provide a general picture of the child's feelings about himself.

Prescribing from the Form

It is usually beneficial for the teacher to discuss her interpretations from the form with the child, in a short private interview. She may use this time to get additional information and to work with the child in developing prescriptions based on data from the Form and other PPP sources.

Some examples of good procedure are:

A. "Bill, I see that you are interested in cars and motors. Are there any words about them you would like to learn to read? Maybe we can get some books from the library about cars . . . ., etc."

B. "Sue, I realize that arithmetic has been very difficult for you and that you really don't like it. Let's work together to find the easiest way for you to work on arithmetic so that you can do it! First of all, we won't do any workbook problems. We have a new way of counting that is fun . . . ., etc."

C. "Ron, you say that Spelling makes you feel bad because it is so hard for you. Perhaps that is why you daydream or talk during spelling. Let's try to work together to make spelling easier and more fun for you. Are there any words you would really like to learn to spell? . . . etc."

Johnny's "PPP" School Sentence Form

A few weeks went by since Miss Poppins had used "The Self Appraisal Inventory" with Johnny Doe. She felt that she would like to see if there were any changes in Johnny's self concept, and if she could discover additional clues to helping him in school.

Miss Poppins decided to use a different format for getting similar information. She arranged another Personal Interview with Johnny. She told him that this was going to be a real interview with the class "Coach". She was going to start some sentences and he was to finish them. She would write down his answers like a newspaper reporter would. Miss Poppins used the 20 questions of the "PPP" School Sentence Form.

Johnny's answers to the questions (page 179) were very helpful to Miss Poppins. She found that he had an interest in animals that she was unaware of. This could be used to an advantage in making his two difficult subjects, reading and spelling, more meaningful for him. She made a mental note to go to the library and get books on animals and sports at Johnny's approximage reading level. Two other boys in the class with the same interests could start a project on animals and report it to the class.

Johnny Doe

"PPP" School Sentence Form

1. I like school best when the work is not to hard for me.
2. The worst part of school is reading.
3. I would like to get good grades.
4. When I grow up I don't know what I want to be.
5. Reading I wish I could.
6. I am happy when people like me.
7. I know a lot about animals.
8. When I lose a game I feel real bad.
9. I am good at sports.
10. Arithmetic is fun sometimes.
11. My class is nice and small.
12. I get angry when my parents try to teach me.
13. I would like to have a horse.
14. Writing is not too hard for me.
15. I can't go out until I study at least an hour.
16. Spelling is confusing.
17. Other children are my friends.
18. I laugh when I play with my dog.
19. It's fun to play football and other sports.
20. School is for learning to do things better.

Miss Poppins decided that she would make an appointment for a parent conference with Johnny's folks. She has to diplomatically suggest that they relieve some of the pressure they are giving him about school work. Expecting Johnny to study for an hour right after school before letting him go out to play is too demanding for a boy with his problems. Perhaps Johnny and his parents could have a family conference and mutually agree to a study time that allows him time to play after school but still commits him to an hour of review work. Miss Poppins would like the parents to reinforce school work that Johnny has been taught, not try to teach him new concepts.

Miss Poppins ends the conference with a complimentary reference to the fine job Johnny is doing coaching his classmates in the playground. She also mentions how kind Johnny was to stray animals that wander into the school grounds. Yes, he has many fine characteristics that should make his parents very proud of him.

SELF EVALUATIONS FOR THE BEHAVIORAL FACTORS AREA

Behavioral Objective 1 - Given behavioral observations, the teacher will record this data on the PPP Behavior Profile with 95% accuracy.

Evaluation 1 - The following sheet contains Miss Poppins' observations of Umberto Under as recorded on the PPP Behavior Profile, page one.. Record this information on the second page of the profile and fill in the totals.

Behavioral Objective 2 - Given completed PPP Behavior Profiles the teacher will identify pupil characteristics and academic correlates with 95% accuracy.

Evaluation 2 - Referring to the completed profile of Umberto Under, might he be described as:

1. Aggressive? Yes _____ No _____
2. Overly talkative? Yes _____ No _____
3. Withdrawn and introverted? Yes _____ No _____

Evaluation 3 - Is Umberto's disturbing behavior related to social or academic situations? Cite three items that support your answer.

Evaluation 4 - Refer to the Behavior Profile of Victor Valle, page 185-186. Judging from his behavior, what appears to be Victor's main academic skill problem area?

Behavioral Objective 3 - Given completed PPP Behavior Profiles, the teacher will identify appropriate prescriptions with 90% accuracy.

Evaluation 5 - Miss Poppins decided to do something about Umberto's behavior. Looking at his Behavior Profile, which five of these prescriptions are likely to be of benefit ?

a. Start Umberto with work immediately when he enters class in the morning or from lunch.
b. Avoid giving independent work.
c. Give assignments for Umberto to go to when he finishes early.
d. Give Umberto lots of free time.
e. Go back to easier reading materials.
f. Use the L-J Sociogram to plan grouping.
g. Keep Umberto near her in the halls.
h. Make assignments much more difficult.
i. Refer to the Behavior Profiles of the classmates who push and shove Umberto or call him names.

Evaluations 2, 3, 5, 7

TIME				
1. Mondays				
2. Fridays				
3. Start of Class	D1	C3		
4. End of Class				
5. Before Lunch				
6. Return from Lunch	C5	C1		
7. After Physical Edu				
8.				
9.				
PLACE				
1. Halls	A3	C1	D1	
2. Library				
3. Physical Education	G3	C1		
4. In Seat				
5. Out of Seat				
6.				
7.				
OCCURANCES				
1. Substitute Teacher				
2. Visitor				
3. During Announcements				
4. New Children Admitted	C5	D4		
5. Parties				
6. Field Trips	G5	A3	D1	
7.				
8.				
PRE-REQUISITE SKILLS				
1. Manic Tasks				
2. Visual Tasks				
3. Auditory Tasks				
4. Memory Tasks				
5. Social Comprehension				
6. Conceptual Tasks				
7. Peceil Tasks				
8. Manipulative Tasks				
9. Verbal Response Tasks				
10.				
11.				

BASIC SCHOOL SUBJECTS				
1. Reading Instruction-Group				
2. Reading Instruction-1 to 1				
3. Reading to Self				
4. Math Instruction-Group				
5. Math Instruction-1 to 1				
6. Math Seat Work				
7. Copying				
8. Free Writing				
9. Oral Spelling				
10. Written Spelling				
11.				
12.				
ACTIVITIES				
1. Art				
2. Music				
3. Films				
4. Listening Station				
5. Quiet Listening				
6. Individual Academic Games				
7. Non Competitive Group Games				
8. Competitive Group Games	D4	G3	D1	
9. Free Play				
10. Sports	G3	D4		
11.				
12.				
METHODS				
1. 1 to 1 with Teacher				
2. 1 to 1 with Classmate				
3. Two to Five Classmates				
4. Full Class				
5. Independent Work				
6. Board Work				
7. Work Books				
8. Solve Problem before Class				
9. Oral Presentation to Class				
10.				
11.				

TEACHING SITUATIONS				
1. Presented with New Task				
2. Asked to re-do Task				
3. Becomes Bored with Task				
4. Praised by Teacher				
5. Criticized by Teacher				
6. Completes Work Early	C3	C4	D2	
7. Assignment is Too Long				
8. Assignment is too Difficult				
9. Asked to Perform Chore				
10.				
11.				
PEER SITUATIONS				
1. With Best Friend				
2. With Group of Friends	C1	D1		
3. Laughed at by Peers				
4. Disagreed with by Peers				
5. Loses in a Game	D4			
6. Other Child is Praised	C1	D2		
7. Classmate Pushes or Shoves	A3	D4		
8. Classmate Starts Fight				
9. Classmate Calls Name	A3	D2		
10. Left Out of Peer Activity				
11. Must Share "his" things				
12.				
13.				

PPP Behavior Profile

NAME UMBERTO UNDER

TEACHER MISS POPPINS

SCHOOL

B.D. 10/8/62 SEX I

DATE SCORED

	BEHAVIORS	TIME	PLACE	OCCUR.	P.S.	P.C.	PREV.	NEXT	T. SIT.	PERS.	? ???
A	A 1- TALKS OUT WITHOUT PERMISSION										
	A 2- TALKS TO NEIGHBORS										
	A 3- USES PROFANE LANGUAGE										
	A 4- MAKES NEGATIVE COMMENTS ABOUT TEACHER										
	A 5- MAKES NEGATIVE COMMENTS ABOUT CLASSMATES										
	A TOTAL										
B	B 1- STAYS OUT OF SEAT- WANDERS AROUND ROOM										
	B 2- STAYS OUT OF SEAT- ENGAGES IN INAPPROPRIATE ACTIVITY										
	B 3- SHARPENS PENCIL OR SEEKS TOILET PRIVILEGE EXCESSIVELY										
	B 4- LEAVES CLASS WITHOUT PERMISSION										
	B 5- ABSENTEEISM										
	B TOTAL										
C	C 1- "CLOWNS" AROUND - SHOWS OFF										
	C 2- ACTS BABYISH OR SILLY										
	C 3- MAKES DISTRACTING NOISES										
	C 4- BANGS DESK										
	C 5- THROWS SPITBALLS, AIRPLANES, ETC.										
	C TOTAL										
D	D 1- ANNOYS OTHER STUDENTS (PUSHES, SHOVES, ETC.)										
	D 2- DESTROYS OR MARKS UP CLASSMATE'S WORK										
	D 3- PHYSICALLY DAMAGES CLASSROOM OR MATERIALS										
	D 4- PHYSICALLY HARMS CLASSMATE OR STARTS FIGHTS										
	D 5- PHYSICALLY HURTS OR THREATENS TEACHER										
	D TOTAL										
E	E 1- WORKS EXCESSIVELY FAST AND CARELESSLY										
	F 2- DOES SLOPPY, INACCURATE WORK										
	E 3- DESTROYS OR MAKES UP HIS OWN WORK										
	E 4- CHEATS OR COPIES FROM OTHERS										
	E 5- AGGRESSIVE REFUSAL TO DO WORK OR TO PARTICIPATE										
	E TOTAL										
F	F 1- MAKES NO ATTEMPT TO DO WORK OR TO PARTICIPATE										
	F 2- DAYDREAMS- HAS NO ATTENTION										
	F 3- MAKES NEGATIVE STATEMENTS ABOUT SELF AND ABILITIES										
	F 4- CRIES OR BECOMES EMOTIONALLY UPSET										
	F 5- COMPLAINS OF PHYSICAL SYMPTOMS OR ILLNESS										
	F TOTAL										
G	G 1- IS SLOW TO CAT STARTED										
	G 2- LOSES PLACE OR PERSEVERATES										
	G 3- GIVES UP EASILY										
	G 4- BECOMES EASILY DISTRACTED										
	G 5- PROVIDES EXCESSIVE TEACHER ATTENTION										
	G TOTAL										
	GRAND TOTAL										

Evaluation 6 - Victor Valle, page 185,186, requires excessive teacher attention in several situations. Are we safe in saying that Miss Poppins should ignore his attempts to gain her attention so that this annoying behavior will be extinguished?

Evaluation 7 - Give three ways in which Miss Poppins will have to plan different programs for Victor than she will for Umberto Under.

_____

_____

_____

Behavioral Objective 4 - Given sociometric choices, the teacher will complete a matrix table and L-J target with 95% accuracy.

Evaluation 8 - Page 187 shows the most preferred choices for Mr. Wink's Class. Compute the "number of times selected", "weighted score", and "rank in class" rows on the matrix table.

Evaluation 9 - Place the children in Mr. Wink's class on the L-J target, page 188. Fill in all information as well as arrows for first choices.

Behavioral Objective 5 - Given completed L-J Sociograms, the teacher will identify pupil characteristics and social interactions with 90% accuracy.

Evaluation 10 - Referring to the sociogram of Mrs. Xero's class on page , list the numbers of any

SSP _____ _____

SIP _____ _____

SPP _____ _____

SRP _____ _____

Evaluation 11 - In Mrs. Xero's class one girl is constantly "tattling" on other children. She complains about them but avoids doing her own work. The other girls call her a "sniveling brat". The boys just ignore her. Which child is she?

_____

Evaluations 4, 6, 7

TIME			
1. Mondays			
2. Fridays			
3. Start of Class	B1	G5	
4. End of Class			
5. Before Lunch			
6. Return from Lunch			
7. After Physical Edu			
8.			
9.			
PLACE			
1. Halls			
2. Library			
3. Physical Education			
4. In Seat	G4	G2	G5
5. Out of Seat			
6.			
7.			
OCCURANCES			
1. Substitute Teacher			
2. Visitor			
3. During Announcements			
4. New Children Admitted			
5. Parties			
6. Field Trips			
7.			
8.			
PRE-REQUISITE SKILLS			
1. Haptic Tasks			
2. Visual Tasks			
3. Auditory Tasks			
4. Memory Tasks			
5. Social Comprehension	G4	F2	
6. Conceptual Tasks			
7. Pencil Tasks	G2	G4	G5
8. Manipulative Tasks			
9. Verbal Response Tasks			
10.			
11.			

BASIC SCHOOL SUBJECTS				
1. Reading Instruction-Group				
2. Reading Instruction-1 to 1				
3. Reading to Self				
4. Math Instruction-Group				
5. Math Instruction-1 to 1				
6. Math Seat Work	B1			
7. Copying	G2	E3	G5	
8. Free Writing	G2	G5		
9. Oral Spelling				
10. Written Spelling	G2	G5	E3	
11.				
12.				
ACTIVITIES				
1. Art				
2. Music				
3. Films				
4. Listening Station				
5. Quiet Listening				
6. Individual Academic Games				
7. Non Competitive Group Games				
8. Competitive Group Games				
9. Free Play				
10. Sports				
11.				
12.				
METHODS				
1. 1 to 1 with Teacher				
2. 1 to 1 with Classmate				
3. Two to Five Classmates	E4	F3		
4. Full Class	G5	F1		
5. Independent Work				
6. Board Work				
7. Work Books	G5	G4	G3	
8. Solve Problem before Class				
9. Oral Presentation to Class				
10.				
11.				

TEACHING SITUATIONS			
1. Presented with New Task	B1	G4	G5
2. Asked to re-do Task			
3. Becomes Bored with Task			
4. Praised by Teacher			
5. Criticized by Teacher			
6. Completes Work Early			
7. Assignment is Too Long			
8. Assignment is too Difficult	F3	G5	E3
9. Asked to Perform Chore			
10.			
11.			
PEER SITUATIONS			
1. With Best Friend			
2. With Group of Friends	B4	F3	
3. Laughed at by Peers			
4. Disagreed with by Peers			
5. Loses in a Game	G3	F3	
6. Other Child is Praised			
7. Classmate Pushes or Shoves			
8. Classmate Starts Fight			
9. Classmate Calls Name			
10. Left Out of Peer Activity			
11. Must Share "Nice" things			
12.			
13.			

PPP Behavior Profile

NAME VICTOR VALLE

TEACHER MISS POPPINS

SCHOOL

B.D. 7/5/64 SEX M

DATE SCORED

PPP BEHAVIOR PROFILE-PAGE 2

	BEHAVIORS	TIME	PLACE	OTHER								TOTAL
A	A 1- TALKS OUT WITHOUT PERMISSION											
	A 2- TALKS TO NEIGHBORS											
	A 3- USES PROFANE LANGUAGE											
	A 4- MAKES NEGATIVE COMMENTS ABOUT TEACHER											
	A 5- MAKES NEGATIVE COMMENTS ABOUT CLASSMATES											
	A TOTAL	0	0	0	0	0	0	0	0	0	0	0
B	B 1- STAYS OUT OF SEAT- WANDERS AROUND ROOM	1				1			1			3
	B 2- STAYS OUT OF SEAT- ENGAGES IN INAPPROPRIATE ACTIVITY											
	B 3- SHARPENS PENCIL OR SEEKS TOILET PRIVILEGE EXCESSIVELY									1		1
	B 4- LEAVES CLASS WITHOUT PERMISSION											
	B 5- ABSENTEEISM											
	B TOTAL	1	0	0	0	1	0	0	1	1		4
C	C 1- "CLOWNS" AROUND - SHOWS OFF											
	C 2- ACTS BABYISH OR SILLY											
	C 3- MAKES DISTRACTING NOISES											
	C 4- BANGS DESK											
	C 5- THROWS SPITBALLS, AIRPLANES, ETC.											
	C TOTAL	0	0	0	0	0	0	0	0	0	0	0
D	D 1- ANNOYS OTHER STUDENTS (PUSHES, SHOVES, ETC.)											
	D 2- DESTROYS OR MARKS UP CLASSMATES WORK											
	D 3- PHYSICALLY DAMAGES CLASSROOM OR MATERIALS											
	D 4- PHYSICALLY HARMS CLASSMATE OR STARTS FIGHTS											
	D 5- PHYSICALLY HARMS OR THREATENS TEACHER											
	D TOTAL	0	0	0	0	0	0	0	0	0	0	0
E	E 1- WORKS EXCESSIVELY FAST AND CARELESSLY											
	E 2- DOES SLOPPY, INACCURATE WORK											
	E 3- DESTROYS OR MARKS UP HIS OWN WORK					2			1			3
	E 4- CHEATS OR COPIES FROM OTHERS							1				1
	E 5- AGGRESSIVE REFUSAL TO DO WORK OR TO PARTICIPATE											
	E TOTAL	0	0	0	0	2	0	1	1	0		4
F	F 1- MAKES NO ATTEMPT TO DO WORK OR TO PARTICIPATE							1				1
	F 2- DAYDREAMS- PAYS NO ATTENTION				1							1
	F 3- MAKES NEGATIVE STATEMENTS ABOUT SELF AND ABILITIES							1	1	2		4
	F 4- CRIES OR BECOMES EMOTIONALLY UPSET											
	F 5- COMPLAINS OF PHYSICAL SYMPTOMS OR ILLNESS											
	F TOTAL	0	0	0	1	0	0	2	1	2		6
G	G 1- IS SLOW TO GET STARTED		1		1	3						4
	G 2- LOSES PLACE OR PERSEVERATES							1		1		2
	G 3- GIVES UP EASILY		1		2			1	1			5
	G 4- BECOMES EASILY DISTRACTED	1	1		1	3		2	2			11
	G 5- REQUIRES EXCESSIVE TEACHER ATTENTION											
	G TOTAL	1	3	0	4	6	0	4	3	1		22
	GRAND TOTAL	2	3		5	9		7	6	4		36

DATA

Evaluations 8 & 9

Group: MR. WINK'S CLASS

Criterion: MOST PREFERRED

Date:

Choosers' names	No.	Choices 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALICE	1			1	3		2														
BEN	2				1	2		3													
CAROL	3		1		3		2														
DON	4		2	1		3															
ED	5			2	1			3													
FRAN	6			2	1	3															
GEORGE	7		2		1		3														
	8																				
	9																				
	10																				
	11																				
	12																				
	13																				
	14																				
	15																				
	16																				
	17																				
	18																				
	19																				
	20																				
No. of times selected																					
Weighted score																					
Rank in class																					

Evaluation 9

Group: Mr. Wink's Class

Placement:

Girls on left

Boys on right

Only 1st choices are plotted

Gradient: [illegible] preferred

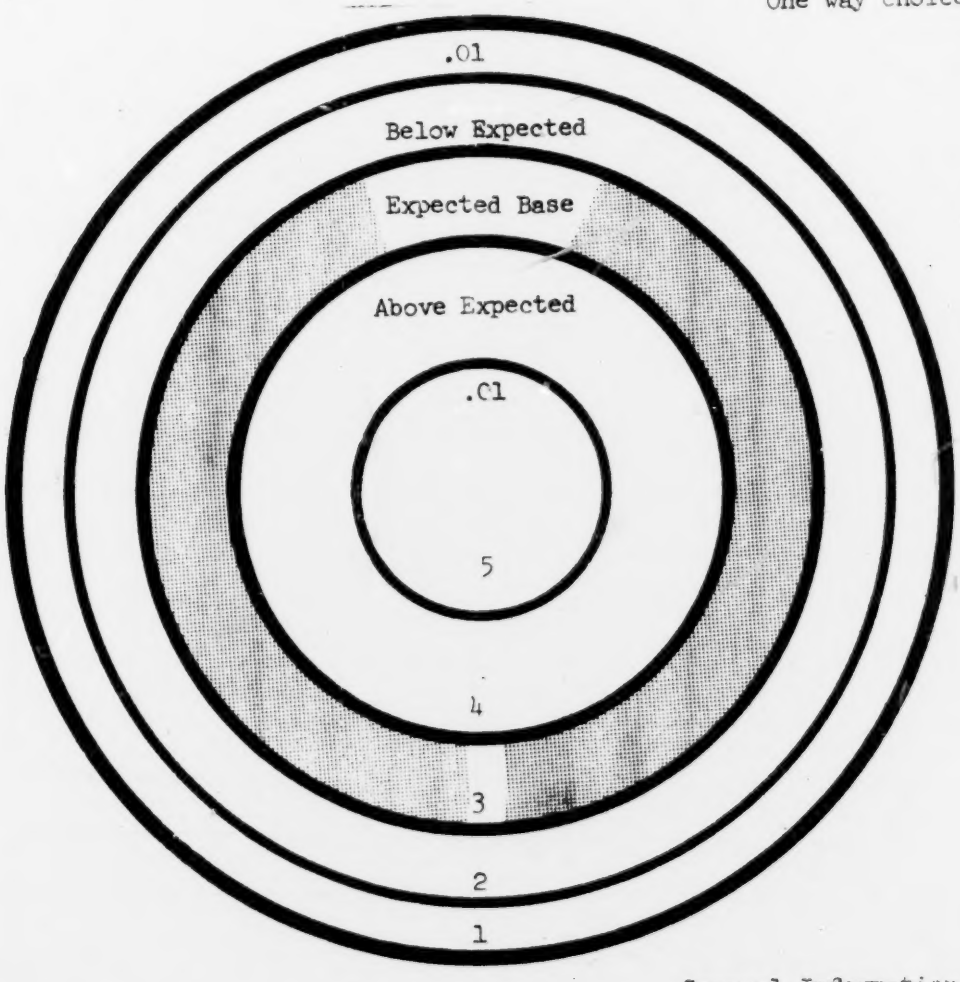
Key:

Girls ○

Boys △

Mutual choices ⟷

One way choices →



Weighted Scores

Band 1: Zero points = Significantly ignored pupil (.01 level)

Band 2: 1-5 points = Below expected score

Band 3: 6 points = Expected base score

Band 4: 7-12 points = Above expected score

Band 5: 13+ points = Significantly preferred pupil (.01 level)

General Information:

1. No. of girls _____
2. No. of boys _____
3. No. of mutual choices _____
4. No. of boy-girl choices _____
5. No. of girl-boy choices _____

Variable: MOST PREFERRED

Key:

Girls ○

Boys △

Mutual choices ⟷

One way choices ⟶

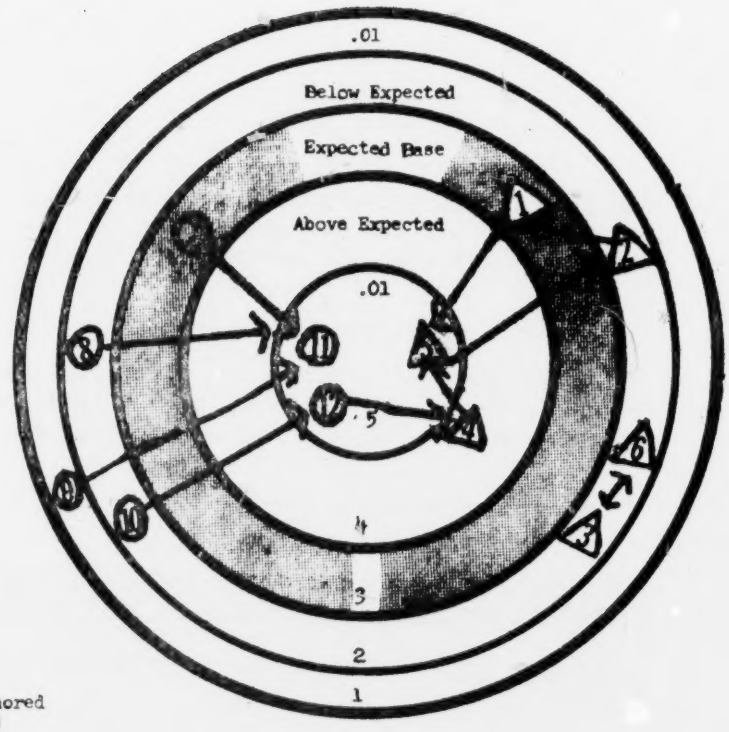
Group: _____

Placement:

Girls on left

Boys on right

Only 1st choices are plotted



Weighted Scores

Band 1: Zero points = Significantly ignored pupil (.01 level)

Band 2: 1-5 points = Below expected score

Band 3: 6 points = Expected base score

Band 4: 7-12 points = Above expected score

Band 5: 13+ points = Significantly preferred pupil (.01 level)

EVALUATION 10,11,12,13

MRS. XERO'S CLASS

Group: _____

Placement:

Girls on left

Boys on right

Only 1st choices are plotted

Variable: LEAST PREFERRED

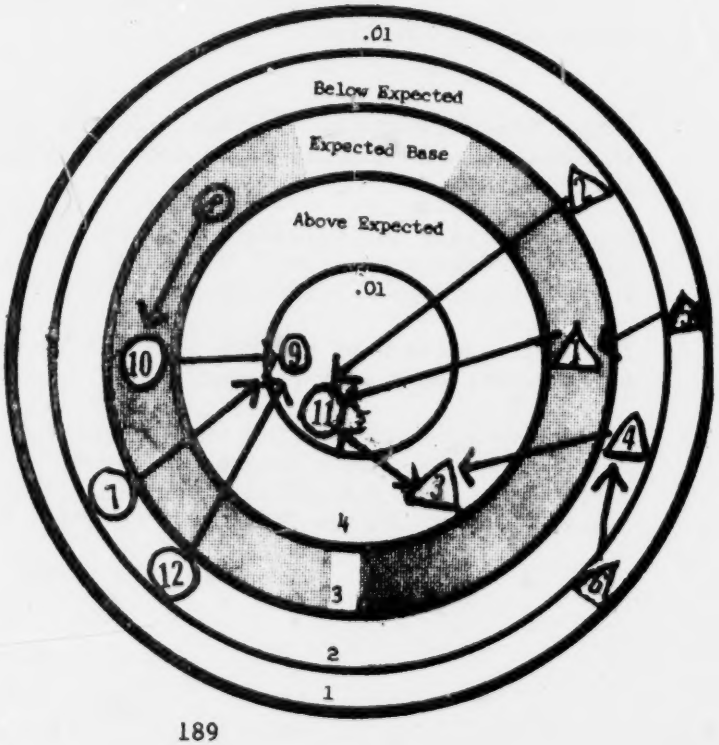
Key:

Girls ○

Boys △

Mutual choices ⟷

One way choices ⟶



Another girl is quite studious and is making a lot of improvement. She is sweet and helpful to the other girls and they tend to like her, but the boys call her names and consider her the "teacher's pet". Who is she?

_____

There is a new boy in class who comes from another school. He gets along alright with everybody so far, and has made no "enemies". He has one friend in class that he knows from his neighborhood. Who is he?

_____

Behavioral Objective 6 - Given completed L-J Sociograms, the teacher will identify appropriate prescriptions with 90% accuracy.

Evaluation 12 - (A) Which two children should Mrs. Xero group with #4 for a game?

5 & 3
6 & 12
10 & 7
5 & 12

(B) Which two children should Mrs. Xero try to get interested in a new project in order to encourage acceptance by the whole group?

Evaluation 13 - (A) Will #9 be better off grouped with boys or girls?

(B) Number 3 is belligerent to other children. Which two children should not be seated near him?

Behavioral Objective 7 - Given completed Self Appraisal Inventories, the teacher will identify areas of positive and negative self-concept with 100% accuracy.

Evaluation 14 - (A) Yolanda Young got the following scores on the Self Appraisal Inventory - Peer 5, Family 6, School 10, General 8. Does Yolanda have a poor self-concept in any area or areas? Which?

(B) Which section of the PPP Behavior Profile is likely to show the effects of Yolanda's poor self-concept?

Evaluation 15 - Zorita Zoo is a friendly child and gets along well with her classmates. She has a severe perceptual problem which makes school work difficult. From the question numbers below, check off the five you think she will answer in the **"poor self-concept" direction.**

1 2 6 7 11 12 15 22 24 31 40

ANSWERS AND CRITERIA

FOR SELF EVALUATIONS

Behavioral Factors Section

Behavioral Objective 1 - Scoring 1 point for each correct total for a total of 17 points

Criteria - 16 points or more meets criteria

Evaluation 1 (Umberto Under)- See page 192 for correct PPP Behavior Profile, page 2.

- - -

Behavioral Objective 2 - Scoring - noted for each Evaluation for a total of 15 points

Criteria - 13 points or more meets criteria

Evaluation 2 - (Umberto Under) Scoring - 1 point per answer

1. Yes
2. No
3. No

Evaluation 3 - (Umberto Under) Scoring - 2 points per answer

Social Situations - supported by:

A. Peer situation total is the highest
B. Basic School Subjects and/or Pre-requisite Skill and/or Methods totals at 0
C. Disturbance in situations such as Phys. Ed., the hall, field trips, competitive games, sports

Evaluation 4 - (Victor Valle) Scoring - 4 points for correct answer

Writing

- - -

Behavioral Objective 3 - Scoring - noted for each evaluation for a total of 22 points.

Criteria - 19 points or more meets criteria

PRP BEHAVIOR PROFILE-PAGE 2

	BEHAVIORS	TIME	PLACE				CLASS				TOTAL
A	A 1- TALKS OUT WITHOUT PERMISSION										
	A 2- TALKS TO NEIGHBORS										
	A 3- USES PROFANE LANGUAGE		1	1						2	4
	A 4- MAKES NEGATIVE COMMENTS ABOUT TEACHER										
	A 5- MAKES NEGATIVE COMMENTS ABOUT CLASSMATES										
	A TOTAL	0	1	1	0	0	0	0	0	2	4
B	B 1- STAYS OUT OF SEAT- WANDERS AROUND ROOM										
	B 2- STAYS OUT OF SEAT- ENGAGES IN INAPPROPRIATE ACTIVITY										
	B 3- SHARPENS PENCIL OR SEEKS TOILET PRIVILEGE EXCESSIVELY										
	B 4- LEAVES CLASS WITHOUT PERMISSION										
	B 5- ABSENTEEISM										
	B TOTAL	0	0	0	0	0	0	0	0	0	0
C	C 1- "CLOWNS" AROUND - SHOWS OFF	1	2							2	5
	C 2- ACTS BABYISH OR SILLY										
	C 3- MAKES DISTRACTING NOISES	1							1		2
	C 4- BANGS DESK								1		1
	C 5- THROWS SPITBALLS, AIRPLANES, ETC.	1		1							2
	C TOTAL	3	2	1	0	0	0	0	2	2	10
D	D 1- ANNOYS OTHER STUDENTS (PUSHES, SHOVES, ETC.)	1	1	1			1			1	5
	D 2- DESTROYS OR MARKS UP CLASSMATES WORK								1	2	3
	D 3- PHYSICALLY DAMAGES CLASSROOM OR MATERIALS										
	D 4- PHYSICALLY HURTS CLASSMATE OR STARTS FIGHTS			1			2			2	5
	D 5- PHYSICALLY HARMS OR THREATENS TEACHER										
	D TOTAL	1	1	2	0	0	3	0	1	5	13
E	E 1- WORKS EXCESSIVELY FAST AND CARELESSLY										
	E 2- DOES SLOPPY, INACCURATE WORK										
	E 3- DESTROYS OR MARKS UP HIS OWN WORK										
	E 4- CHEATS OR COPIES FROM OTHERS										
	E 5- AGGRESSIVE REFUSAL TO DO WORK OR TO PARTICIPATE										
	E TOTAL	0	0	0	0	0	0	0	0	0	0
F	F 1- MAKES NO ATTEMPT TO DO WORK OR TO PARTICIPATE										
	F 2- DAYDREAMS- PAYS NO ATTENTION										
	F 3- MAKES NEGATIVE STATEMENTS ABOUT SELF AND ABILITIES										
	F 4- CRIES OR ACTS EMOTIONALLY UPSET										
	F 5- COMPLAINS OF PHYSICAL SYMPTOMS OR ILLNESS										
	F TOTAL	0	0	0	0	0	0	0	0	0	0
G	G 1- IS SLOW TO GET STARTED										
	G 2- LOSES PLACE OR PERSEVERATES										
	G 3- GIVES UP EASILY		1				2				3
	G 4- BECOMES EASILY DISTRACTED										
	G 5- REQUIRES EXCESSIVE TEACHER ATTENTION			1							1
	G TOTAL	0	1	1	0	0	2	0	0	0	4
	GRAND TOTAL	4	5	4	0	2	5	0	3	9	31

Evaluation 5 - (Umberto Under) Scoring - 2 points per correct answer

1. A
2. C
3. F
4. G
5. I

Evaluation 6 - (Victor Valle) Scoring - 3 points

NO - Victor needs teacher attention related to specific academic skill weaknesses in pencil tasks and writing. Rather than ignoring Victor's requests for help, Miss Poppins should design a prescriptive program to remediate his weaknesses.

Evaluation 7 - (Umberto and Victor) Scoring - 3 points per answer

Any three of the following (or other) answers which can be supported by the profiles.

1. She will have to plan class groupings more carefully for Umberto to avoid dangerous peer situations.

2. She can get Umberto settled with a workbook and have him work independently but Victor would be better off with a listening station for independent work.

3. Victor is hindered by new and challenging assignments but Umberto is more of a problem if his work is easily finished.

4. Umberto needs a lot of positive reinforcement to build up his academic self-concept.

5. Victor will need a specific developmental program for writing.

6. Competitive games should be avoided for Umberto.

7. Victor works better the smaller the group - small groups of friends with Umberto might lead to trouble.

- - -

Behavioral Objective 4 - Scoring and Criteria - noted for each Evaluation.

Evaluation 8 - (Mr. Wink's Class) - Scoring - 1 point for each score for a total of 21 points

Criteria - 20 points or more meets criteria

Page 194 shows the correctly scored Matrix table.

MATRIX TABLE OF PREFERENCE STATEMENT DATA

ANSWER - Evaluation

Group: MR. WINK'S CLASS

Criterion: MOST PREFERRED

Date:

Choosers' names	No.	Choices 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALICE	1			1	3		2														
BEN	2				1	2		3													
CAROL	3		1		3		2														
DON	4		2	1		3															
ED	5			2	1			3													
FRAN	6			2	1	3															
GEORGE	7		2		1		3														
	8																				
	9																				
	10																				
	11																				
	12																				
	13																				
	14																				
	15																				
	16																				
	17																				
	18																				
	19																				
	20																				
No. of times selected		0	3	4	6	3	3	2													
Weighted score		0	7	10	14	4	5	2													
Rank in class		7	3	2	1	5	4	6													

Evaluation 9 - (Mr. Wink's Class)

Page 196 shows the correctly filled out target. All information must be correct and all children must be placed in the correct band of the target to meet criteria.

Criteria is met if there are no more than 2 errors in arrow directions or △-○ marking. Leeway is given for poor placement within the correct band.

- - -

Behavioral Objective 5 - Scoring - 1 point for response for a total of 8

Criteria - 6 or more correct meets criteria

Evaluation 10 - (Miss Xero's Class)

SSP 11

SIP no one

SPP 12 5

SRP 9

Evaluation 11

A #9

B #11

C #6

- - -

Behavioral Objective 6 - Scoring - 1 point per answer for a total of 4 points

Criteria - 3 points or more meets criteria

Evaluation 12

A - 5 & 12

B - 5 & 12

Evaluation 13

A - Boys

B - 11 & 4

L-J TARGET

Evaluation 9

Group: MR. WINK'S CLASS

Variable: Most Preferred

Placement:

Girls on left

Boys on right

Only 1st choices are plotted

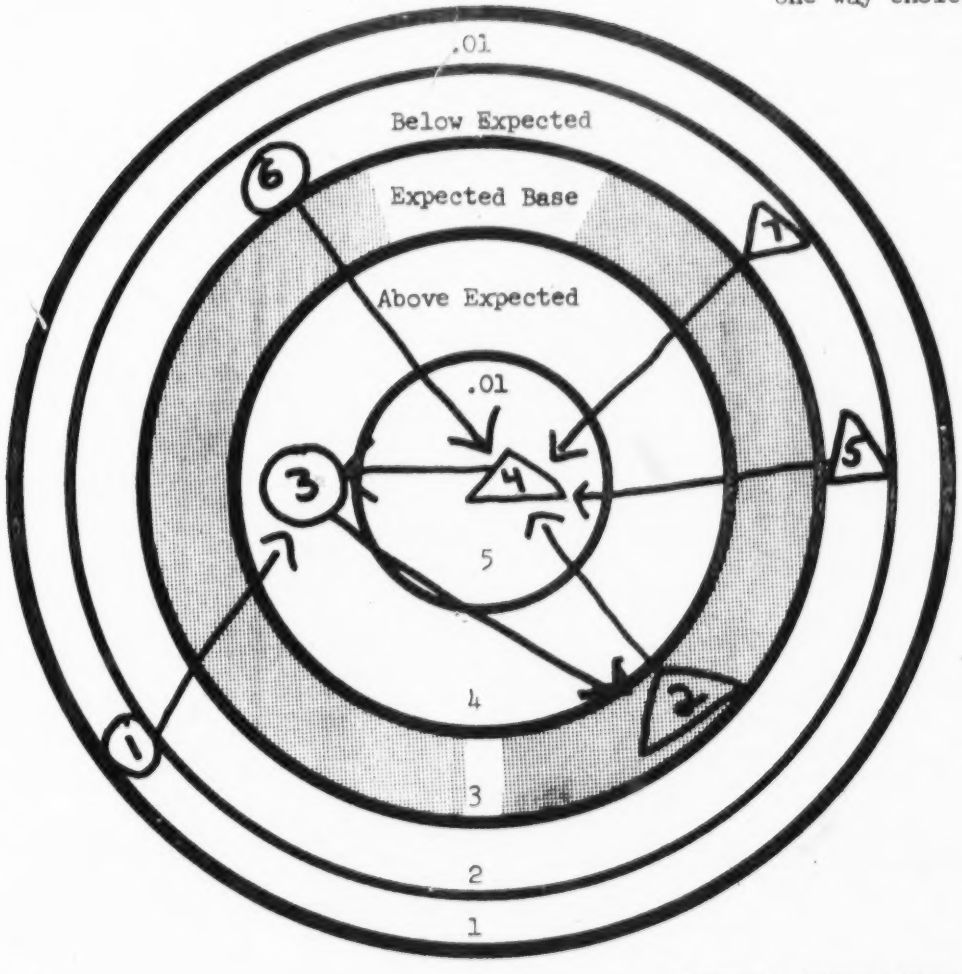
Key:

Girls O

Boys △

Mutual choices ⟷

One way choices →



Weighted Scores

Band 1: Zero points = Significantly ignored pupil (.01 level)

Band 2: 1-5 points = Below expected score

Band 3: 6 points = Expected base score

Band 4: 7-12 points = Above expected score

Band 5: 13+ points = Significantly preferred pupil (.01 level)

General Information:

1. No. of girls 3
2. No. of boys 4
3. No. of mutual choices 0
4. No. of boy-girl choices 1
5. No. of girl-boy choices 2

Behavioral Objective 7 - Scoring - noted for each Evaluation for a total of 10 points

Criteria - 8 points and above meets criteria

Evaluation 14 - (Yolanda Young) Scoring - 3 points for Part A and 2 points for part B

A - YES - Peer

B - Peer Situations

Evaluation 15 - (Zorita Zoo) Scoring - 1 point per correct response

7

11

15

24

40

SECTION IV - PRESCRIPTION INTEGRATION

Competency Statement

The teacher can review prescriptions for teaching and integrate them into an individualized prescriptive plan encompassing prerequisite skills, basic school subjects and behavioral factors.

Behavioral Objectives:

1. Given Deficit Prescription Charts, the teacher will identify appropriate methods and materials for remediating weaknesses and for teaching through strengths with 90% accuracy.

Evaluation # 1-2 Pages 211 Answers (215)

2. Given completed Prescriptive Planning Pages, the teacher will identify appropriate methods and materials with 90% accuracy.

Evaluation # 3 Pages 211-213 (215-216)

3. Given a method or material, the teacher can identify its prerequisite requirements with 90% accuracy.

Evaluation # 4 Pages 213-214 (216-217)

The preceding sections of the PPP are comprehensive and provide the teacher with a multitude of prescriptive information. It is now time to integrate the prescriptions which were developed into a concise form which can be easily used on a daily basis. This is the goal of Section IV.

Deficit Prescription Pages

The Reception, Association and Expression Deficit Prescription charts, pages 200-202 are provided to show samples of symptom behaviors, suggested methods and materials to train deficit areas, and recommended teaching techniques using strengths. They are by no means complete guides but examples to which the teacher can add her own storehouse of knowledge. They may be used in completing the PPP Prescriptive Planning Page.

The PPP Prescriptive Planning Page

This form (see page 204) is designed for the teacher to prepare a summary of all her prescriptions on a single page.

Pre-requisite Skills Prescriptions

Pre-requisite Skills strengths and deficits from the Pre-requisite Skills Summary Sheet are recorded in the first two columns. Skill areas which had composite ratings of 5 or above are checked in the strength column. Ones which had very high composites of 8 or 9 are starred to show they are exceptionally strong points and should be emphasized when teaching the Basic School Subjects.

Skill areas which had composite ratings of 4 or below are checked in the deficit column. Ones which had composites of 0-2 are starred and should receive first priority in remediation.

Pre-requisite Skills prescriptions are recorded in column 3. They will be the main guidelines for the selection of methods and materials. Pages 46-47 should be reviewed for developing Pre-requisite Skills prescriptions.

Basic School Subjects Prescriptions

Basic School Subject strengths and deficits are recorded in the 4th column. The teacher can indicate the point where instruction must be started and any specific academic strong points. The Basic School Subject columns must be regularly modified as the child progresses in each subject area.

Basic School Subjects prescriptions are recorded in the 5th column. Here the teacher will record methods and materials which use the child's pre-requisite strengths to develop academic ability. Methods should be changed or modified when necessary.

RECEPTION DEFICIT PRESCRIPTION

	TACTILE	KINESTHETIC	VIS. DISCRIM	VIS. MEM.	VIS. CLOS.	VIS SEQUEN	AUD. DISCRIM	AUD. MEM.	AUD. CLOS.	AUD. SEQUEN	SEN. INTEG.
Symptom of Behavior	1. Difficulty with activities involving touch	1. Difficulty with activities involving rhythm	1. Does not enjoy picture books 2. Can't describe pictures 3. Can't label pictures	1. Can't spell 2. Reverses letters	1. Does not recognize partial pictures 2. Can't pick an object out of a picture that is too detailed	1. Cannot spell 2. Does not read words in order	1. Does not understand what he hears 2. Does not follow verbal directions 3. Can't identify sounds	1. Can't remember multiple directions 2. Difficulty learning lessons heard	1. Can't understand foreign accents or records with static 2. Noisy backgrounds distract 3. Can't blend separate sounds with words	1. Difficulty repeating a sequence of symbols just heard	1. Difficulty with stimuli introduced through more than one sense 2. Can't watch movies or television
Training Deficit Area	1. Sandpaper 2. Templates 3. Tracing	1. Kephart exercises 2. Charades 3. Physical Education	1. Labeling 2. Categorizing 3. Matching objects 4. Identify colors, letters, numbers, and geometric forms	1. Retell a flannel board story 2. Put several items on a table - remove - let child name them 3. Draw picture of what is seen on an outing 4. Draw map of room at home	1. Identify incomplete silhouettes 2. Find hidden form in a picture 3. Pick out a figure from the ground	1. Copy sequence of beads 2. Dot-to-dot 3. Follow a maze	1. Train listening skills 2. "Simon Says" games 3. Write from dictation	1. Teach nursery rhymes line by line 2. Give simple directions and work up to multiple 2. Follow directions of song on record player	1. Exercises with missing letter of rhyming word 2. Introduce sound blending with objects in the room 2. Choral reading	1. Number sequencing songs and games as "Ten Little Indians"	1. Use textured flashcards (Visual & Tactile) 2. Cut pictures to match words (Visual-Motor) 3. Language Master (Auditory-Visual)
Teaching Techniques Using Strengths	Use strong auditory or visual channel	Use strong auditory or visual channel	1. Use phonic method of reading 2. Give additional clues 3. Use records and tape recorders 4. Listening station 5. Trace on transparencies on over-head projector	1. Use additional cues 2. Use tracing activities 3. Use audio-visual aids	1. Provide auditory cues 2. Use color and texture clues 3. Start with distinct figures and slowly omit figures	1. Let him repeat sequence of a visual stimuli auditorially 2. Use tracing activities	1. Use short phrases 2. Give visual clues 3. Whole-word approaches in reading 4. Kinesthetic method in learning spelling words 5. Experience charts	1. Use visual cues 2. Write while memorizing 3. Give simple one-concept directions 4. Use visual aids	1. Provide visual cues 2. Speak clearly and distinctly 3. Get the child's individual attention	1. Provide visual cues 2. Use haptic activities	1. Use strong modality and slowly introduce one new modality at a time

ASSOCIATION DEFICIT PRESCRIPTION

	COGNITION	MEMORY	DIVERGENCE	CONVERGENCE	EVALUATION	SOCIAL COMP.
Symptom of Behavior	1. Does not relate what he sees and hears in a meaningful way 2. Does not understand directions 3. Word calls when reading but no concept formation	1. Does not retain and connect cues previously learned.	1. Is not creative in his thinking	1. Has difficulty drawing conclusions	1. Does not reach logical decisions	1. Displays no practical judgement 2. Little common sense shown
Training Deficit Area	1. Use familiar analogies 2. Relate pictures of common objects to each other 3. Predict outcome of stories 4. Identify logical relationships	1. Classification 2. Relationships 3. Sequencing training	1. Predict outcome of stories 2. Cause and effect 3. Make inferences 4. Draw conclusions 5. Distortions	1. Predict outcome of stories 2. Problem solving experiences 3. Cause and effect 4. Logical relationships 5. Comparisons 6. Drawing conclusions	1. Pantomime 2. Cause and effect 3. Problem solving 5. Comparison 6. Incongruities	1. Charades 2. Cause and effect 3. Problem solving 4. Facts and opinions 5. Incongruities
Teaching Techniques Using Strengths	1. Ask one-concept questions 2. Elicit short answers 3. Accept concrete answers 4. Provide visual or auditory cues as needed 5. Permit tracing of correct responses	1. Provide visual or auditory cues 2. Provide haptic experiences to strengthen memory 3. Use mnemonic devices to stimulate memory	1. Use auditory and visual clues to open-ended questions	1. Provide simple stories with logical conclusions 2. Progressively get harder 3. Use visual, auditory, haptic cues	1. Provide many experiences for reaching decisions 2. Provide cues and use mnemonic devices where needed	1. Use audio-visual materials with open-ended conclusions.

EXPRESSION DEFICIT PRESCRIPTION

	MOTOR						VOCAL	
	GROSS MOTOR	MANIPULAT.	POINTING	COPYING	DRAWING	CONCEP. MOT.	VOCAL REPET.	CONCEP. VOC.
Symptom of Behavior	Has difficulty with sports and playground activities	Has difficulty with games, blocks, beads and puzzles	Cannot express himself with a simple motor activity	Cannot copy letters and numbers either near-point or from the black board	Cannot express ideas in pictures	Cannot express ideas using gestures	Has difficulty repeating simple words, phrases, sentences	Has difficulty expressing ideas vocally
Training Deficit Area	1. Balance Beam 2. Label feet (left-right) 3. Simple games 4. Walking a string 5. Exercises	1. Hand puppets 2. Jigsaw puzzles 3. Stringing beads 4. Modeling clay	1. "Show me" game 2. Flashlight pursuit	1. Follow the leader with letters in the air 2. Tracing 3. Sand-paper 4. Felt letters 5. Templates 6. Simon Says	1. Teacher draws object and child finishes it	1. Charades 2. Finger games 3. Act out songs 4. Pantomine 5. Simon Says 6. Dramatics	1. Choral reading activities 2. Use Language Masters to repeat sounds, words, phrases and sentences	1. Picture reading 2. Describe objects 3. Show and tell 4. Tell stories 5. Riddles and drama
Teaching Techniques Using Strengths	1. Do not insist on performance in front of the group 2. Verbalize directions	1. Start with simple manipulative materials and progressively get harder 2. Provide visual and auditory directions 3. Allow child to verbalize his efforts	1. Allow child to express his ideas verbally as well as manually	1. Provide many experiences for developing skill 2. Verbalize directions 3. Use templates, color, and texture to provide cues	1. Allow child to relate verbally what he has drawn 2. Provide visual and auditory guidelines for developing drawing skills	1. Let child express ideas verbally as well as manually	1. Give moral support 2. Give verbal cues 3. Provide opportunity and time for response 4. Provide visual cues and mnemonic devices	1. Give clues 2. Provide mnemonic devices 3. Allow the use of notes 4. Allow child to act out while talking 5. Use tape recorder

Pages 85-94 should be referred to for developing reading prescriptions, 100-104 for math, 110-114 for writing, and 117-120 for spelling.

Behavioral Factors Prescriptions

Behaviors which were recorded on the PPP Behavior Profile are noted in column 6. The teacher records the totals for each behavior grouping and stars any total over 12. This indicates that the behaviors in that group present a generalized classroom management problem.

Specific behaviors which were observed are also recorded along with the classroom situations in which the behaviors were noted. They are starred if they had a total of 5 or more.

Behavioral prescriptions are recorded in the final column. They are based on alleviating the classroom situational factors. Behavior modification techniques may be included as well. Pages 152 and 172 will help in prescription planning. Self-concept and sociometric data can be included here as supportive information.

Johnny Doe's Prescriptive Planning Page

Miss Poppins assembled Johnny's:

PPP Pre-requisite Skills Summary Sheet
PPP Reading Skills Hierarchy
PPP Spelling Error Analysis Checklist
PPP Diagnostic Math Checklist
PPP Behavior Profile
PPP School Sentence Form
Self Appraisal Inventory

She had written prescriptions from each of the above as she went along (see index for page numbers). Now she wanted a useful means of assembling her prescriptive program. This would assure her that the prescriptions she had arrived at in each area would be consistent with her other prescriptive guidelines.

Miss Poppins filled in a Prescriptive Planning Page (page 204) and stapled it to the front cover of her folder on Johnny. The folder contained all of the pertinent worksheets and test forms for easy reference and for comparison with future testing. The folder also had Miss Poppins specific prescriptions which were developed into her daily lesson plan..

Looking at Johnny's Prescriptive Planning Page, Miss Poppins could see what widespread effects his auditory memory and sequencing deficits had on his academic performance and behavior. Her main objective for the year would be to remediate this weak area and to teach through haptic and visual channels bringing audition in gradually.

Miss Poppins would have to determine the optimal length and difficulty of various types of tasks so that Johnny would not become frustrated. Multiple verbal directions would have to be avoided. Johnny would have to receive praise for his academic efforts and encouragement in his physical, artistic and writing strengths.

Name Johnny Doe
Date
Age 8 Sex M

PPP PRESCRIPTIVE PLANNING PAGE

PREREQUISITE SKILLS

Strengths, Deficits

RECEPTION	HAPTIC	T	*		
		K	✓		
	VISUAL	D	*		
		M	✓		
		C	*		
		S	✓		
	AUDITORY	D	✓		
		M			*
		C			✓
		S			*
	SI		✓		
ASSOCIATION	C		*		
	M		✓		
	D		✓		
	C		*		
	E		*		
	SC		✓		
EXPRESSION MOTOR	Gross		✓		
	FINE	M	✓		
		P	*		
		C	*		
		D	✓		
	Conc		✓		
VOCAL	VRCV				*
			✓		

PRESCRIPTION

Use haptic strengths, particularly tactile(e.g. tracing techniques) in teaching. Incorporate visual cues to develop auditory memory and sequencing skills. Use M.W.M. program.

Don't over-simplify concepts. He is a good thinker and needs intellectual stimulation.

Vocal repetition is a problem only due to auditory receptive deficits. Use all expressive channels. Develop vocalization through games, written cues, etc.

BASIC SCHOOL SUBJECTS

		PRESCRIPTION
READING	Begin instruction with Initial consonants (c,d,h,r,w) Good comprehension and word usage.	Use color-coded phonics system. Use synthesizing exercises - Tracing - use visual cues. Merrill Linguistic Readers, Continental Press Materials, Experienne stories
ARITHMETIC	Introduce Regrouping of addition facts over ten.	Use visual and Imagery Method. - Use Cuisenaire rods to develop understanding of what is happening to the numbers added Use abacus.
WRITING	Develop skill in cursive writing. Upper-case K Lower-case (p-s-w)	Provide tracing activities to emphasize haptic and motor strength
SPELL:	Have an individual weekly word list. Omissions Poor phonetics	Use sight vocabulary and word families for spelling list. Emphasize revisualization strength

BEHAVIOR

		PRESCRIPTION
A	8 talks to neighbors.* in seat, visitors, substitutes, verbal, finished early, difficult assignment	Move away from Bill. Watch length and difficulty of assignment
B	7 Out of seat* long, difficult assignments, auditory	Watch length and difficulty of assignments Remediate auditory.
C	4 Distracting noises. Listening activities.	Avoid pure listening tasks. Build listening skills slowly, Ignore noises.
D	0 Not aggressive. Good peer relationships.	Have him help peers with his strong areas. Good at sports etc.
E	1 Tries to do work well	Encourage and support good work.
F	9 Daydreams (Listening tasks) Self-blame* (when criticized)	Use self-appraisal Inventory. Develop self-concept. Praise. Avoid listening tasks.
G	19 - * Needs much* teacher attention. Gives up * easily. Watch auditory, verbal and reading	General academic and remedial programming.

When grouping Johnny, both similarities of academic need and sociometric data would be taken into account.

The PPP Methods and Materials Chart

The teacher of a learning disability class is wise to have as many books on remedial games, etc. as possible. The more material she has to work with the more flexibility she has in prescribing.

Just as she has to organize prescriptions for a child, the teacher has to organize the prescriptive uses of the materials that are available to her. The PPP Methods and Materials Chart (page 206) provides a format for listing available games, programs, books, etc., and planning their most efficient use.

Each page of the chart has room for three materials or activities. For convenience of reference, each of the three should deal with the same subject and concentrate on similar specific skills. They can be categorized by games, workbook pages, or any other convenient reference.

The material or activity is listed in the first column along with any necessary information such as competitiveness, number of players, location, etc.

Under the "Reception" column the teacher notes the receptive channels required and any specific receptive skills which are developed or necessary.

Under the "Association" column the teacher notes the necessary associative skills.

In the "Expression" column the teacher notes which expressive channels are required and any specific expressive skills which are developed or necessary.

The result of the three pre-requisite columns is to provide a sufficient analysis of the task demands for the teacher to plan usage with specific children.

Remedial usage is planned in one column and instructive usage is planned in the second. A material or activity is <u>remedially useful</u> when it can help develop a deficient skill in a child without becoming frustrating .

It is <u>instructively useful</u> when it is using the child's strong channels to teach the subject or specific academic skill noted at the top of the page.

This plan will enable the teacher to use a single activity in many ways and to meet different individualized needs. It is the start of a total classroom program.

PPP METHODS AND MATERIALS CHART

SUBJECT SPELLING

SPECIFIC SKILL BLENDING/CLOSURE

CATEGORY GAME

METHOD/ MATERIAL	RECEPTION	ASSOCIATION	EXPRESSION	PUPILS REMEDIAL	PUPILS INSTRUCTIVE
HANGMAN children fill letters in blanks to form word. can use for reinf. any set of words (spelling, vocabulary) competitive for group not indiv.	visual CLOSURE blending and sequencing memory of letter pattern	cognition sound/symbol vocabulary builds on past experience	verbal (leader must write letters on board also)	Ann & Bob for vis.clo. Pete for word memory	Everyone else to reinf. spelling and vocab. Use espec. for Johnny to teach words through visual channel. Also Mike to avoid indiv. competition.
SCRABBLE set available in Mrs. Xero"s room. children build words on board. indiv. compet.	visual closure, blending, sequencing.	cognition evaluation vocabulary builds on past experience.	Manipulative must arrange chips to form words and must place on board.	Ann & Bob for vis.clo. Pete for word memory	Everyone but Susan and Joe (poor manip.) for word building, dictionary use. spelling and vocab.
CROSSWORD PUZZLES set on mimeo graph, taken from various sources. All levels.(in folder material file). No competition	visual memory closure, sequencing	cognition Associative Memory Divergence Naming Evaluation	Writing	Susan for aasoc. memory. Johnny for naming. specific puzzles to remediate indiv. probs.	Everyone for word building and definitions. Especially Mike for non-competit.

Page 206 shows a sample sheet done by Miss Poppins. It includes three games stressing spelling, especially the blending and closure of written words. All three tasks are visual but while their receptive components are similar, they differ in their associative and expressive elements.

Miss Poppins keeps her Methods and Materials Chart from year to year and has developed her own "retrieval system". At the start of a new year Miss Poppins covers the used pupil section and begins noting prescriptions for her new children. When she finds something that works well with a child she circles the child's name. If she has a child with very similar needs in the future she can find the items which are most likely to be successful.

SO LONG, JOHNNY DOE

Look, look, look.

See Johnny Doe.

Didn't Johnny grow?

See the happy glow.

Johnny now can read.

Johnny now can add.

Johnny's very glad.

He's no longer bad.

Miss Poppins surely knew

What she had to do.

The way she would procede

to focus on each need.

Her guide for SLD

Was the PPP!!

Johnny Doe has been in Miss Poppins' self-contained learning disability class six months. The individualized program that she devised for him provided him with success experiences in specialized activities and assignments suited to his needs. In a few short months, Johnny's behavior and self-esteem had improved tremendously. He now was eager to learn and maintained his attention for progressively longer periods of time.

Miss Poppins felt that Johnny was now ready to be fused with the regular class program for activities in which he could excell or at least maintain himself. She knew that he needed to be with children his own age in situations where he could hold his own. Since Johnny had such good gross motor skills and was such a fine athlete, Miss Poppins started him in a physical education class on his own grade level. As Johnny made new friends and became squad leader of his group, he looked forward to more fusing.

The next activity Miss Poppins arranged for Johnny was to be included in the art sessions with his new class friends. Johnny's excellent fine motor control assured her that he would succeed in this endeavor. Miss Poppins met with the Physical Education and Art teacher to tell them a little about Johnny and his problems. She suggested that they make sure

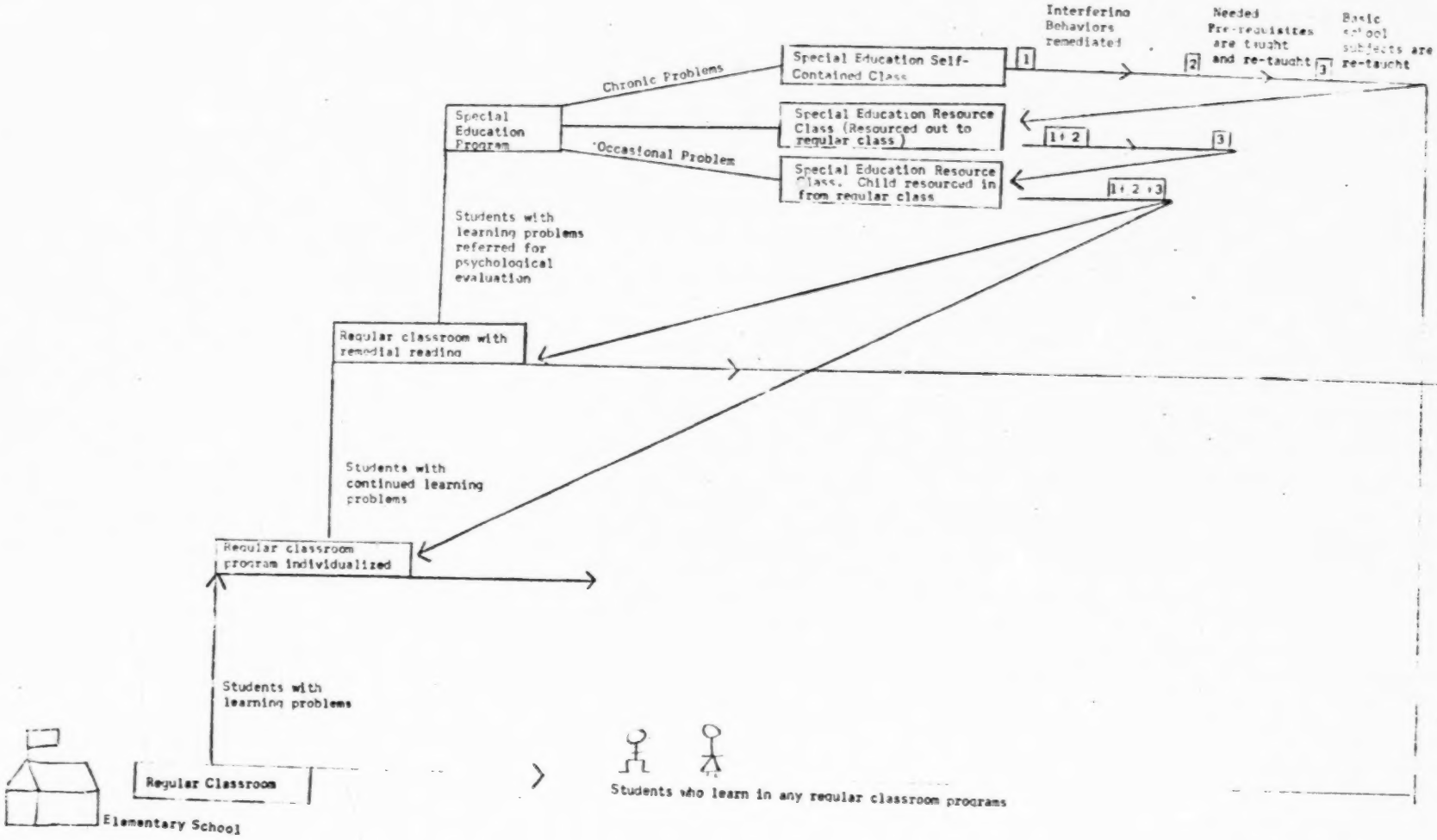
that Johnny was at the front of the class, in direct line of vision with the teacher when instructions were being given. And, if at all possible, to give only a few directions at a time.

Miss Poppins then had a conference with the principal. Together they discussed which teacher on Johnny's grade level would be suited for Johnny's fusion for academic subjects. They needed a structured person who maintained control with warmth and kindness. The teacher they selected was brought in for a review of Johnny Doe's case. Miss Poppins showed her Johnny's PPP data and Prescriptive Planning Page. She told her that Johnny was ready for math work on his own grade level in the regular class program. With only a few suggestions for procedure and method, Johnny would succeed in learning new computational math. Special provisions would have to be made for Johnny when word problems were introduced to the class. Each new concept taught to Johnny would be re-inforced in Miss Poppins' class.

Johnny's school program has now gone from a self-contained class to a Special Education Resource class. His homeroom would be the Resource class and he would be fused out for specific activities. Miss Poppins felt that before too long, Johnny's skill in reading would progress to the point that he could be resourced out for Language Arts also. When that time came, Johnny would be ready for a new school program. He would be assigned to a regular class homeroom and would be resourced out to the special class for special help and tutoring as needed.

Miss Poppins' ultimate goal for Johnny and all her children was placement back in the regular class and the mainstream of education. A school climate allowing a free-flow of movement between special education classes and regular classes provides the best means possible for individualization of instruction according to needs for <u>all</u> students. The PPP Sequential and Hierarchical Teaching Design, page 210, shows a suggested progression of programming for schools.

PPP SEQUENTIAL AND HIERARCHICAL TEACHING DESIGN


Interfering Behaviors remediated
Needed Pre-requisites are taught and re-taught
Basic school subjects are re-taught
Special Education Self-Contained Class
1
2
3
Chronic Problems
Special Education Program
Special Education Resource Class (Resourced out to regular class)
Occasional Problem
Special Education Resource Class. Child resourced in from regular class
1 + 2
3
1 + 2 + 3
Students with learning problems referred for psychological evaluation
Regular classroom with remedial reading
Students with continued learning problems
Regular classroom program individualized
Students with learning problems
Regular Classroom
Elementary School
Students who learn in any regular classroom programs

SELF EVALUATIONS FOR THE PRESCRIPTIVE INTEGRATION AREA

Behavioral Objective 1 - Given Deficit Prescription charts, the teacher will identify appropriate methods and materials for remediating weaknesses and for teaching through strengths with 90% accuracy.

Evaluation 1 - Write one activity to remediate each of the following deficits:

a. Difficulty with activities involving touch.
b. Can't identify sounds.
c. Is not creative.
d. Shows little common sense.
e. Has difficulty with blocks, beads and puzzles.
f. Has difficulty expressing ideas vocally.

Evaluation 2 - Answer true or false.

_____ a. A child with poor Tactile Perception should be taught through auditory or visual channels.
_____ b. A child with poor Sensory Integration should always be taught first through the haptic senses.
_____ c. A child with poor Associative Memory cannot use mnemonic devices.
_____ d. The teacher should let a child express his ideas verbally if he is poor in Conceptual Motor Expression.

Behavioral Objective 2 - Given completed Prescriptive Planning Pages, the teacher will identify appropriate methods and materials with 90% accuracy.

Evaluation 3 - Answer the following for Peter P. Pickle, using his Prescriptive Planning Page which follows.

a. Develop one activity Peter's teacher can use in remediating his Haptic deficits.

_____

b. In what way can Sociometric data help Peter's teacher improve his self esteem?

_____

c. Should Peter be given writing assignments on the board?

_____

d. What arithmetic techniques should not be used with Peter?

_____

* Slight Brain Damage from car accident

Name Peter P. [illegible]ckl
Date _____
Age 7 Sex M

PPP PRESCRIPTIVE PLANNING PAGE

PREREQUISITE SKILLS

			Strengths	Deficits	PRESCRIPTION
RECEPTION	HAPTIC	T		*	Remediate Haptic Area. Teach both through visual and auditory channel.
		K		*	
	VISUAL	D	✓		
		M	✓		
		C	✓		
		S	✓		
	AUDITORY	D	*		
		M	✓		
		C	*		
		S	✓		
	SI		✓		
ASSOCIATION	C		✓		Good thinker. No Associative problems.
	M		✓		
	D		*		
	C		✓		
	E		*		
	SC		*		
EXPRESSION	MOTOR	Gross		✓	Use verbal expression in teaching. Try Purdue, Kephart, etc. to develop motor skills and coordination.
		FINE M		*	
		FINE P	✓		
		FINE C		✓	
		FINE D		✓	
		Conc		✓	
	VOCAL	VR	*		
		CV	*		

BASIC SCHOOL SUBJECTS

		PRESCRIPTION
READING	Consonent blends. Vowel digraphs. Contractions. Good comprehension.	Any state-adopted basal reader. Avoid workbooks. (In regular class for reading.)
ARITHMETIC	Renaming to tens and hundreds. Subtraction.	Oral drill and flashcards. Problems with little writing.
WRITING	Poor manuscript. Copying letters and numerals.	Tracing activities. Color cues. Large spaced paper.
SPELL.	Good oral. High second grade work.	Good. (In regular class for spelling.)

BEHAVIOR

		PRESCRIPTION
A	44* Talks to neighbors* (during haptic, physical education, writing and games.)	Remediate writing and motor problems. Let him prepare speeches - other oral tasks.
B	0	------
C	2 Makes distracting noises - Peers, games	Avoid motor games which embarrass him.
D	0 Avoids aggression.	------
E	6 Tears up work.* Writing, art haptic tasks	Simplify written assignments. In art use only unstructured mediums such as clay.
F	8 Becomes emotionally upset. (Haptic) Self-blame (Phys. Ed. & games)	Develop self-concept in academic strengths. Avoid censure for poor moto control.
G	6 Requires excessive teacher attention. (Writing, motor tasks)	Give help when necessary. He needs support.

e. Write two cautions Peter's L.D. teacher should give to his regular classroom reading teacher?

_____

_____

f. In teaching spelling, blending and closure, which of the following games should be used?

1. "Hangman"
2. Scrabble
3. Crossword Puzzles

Behavioral Objective 3 - Given a method or material, the teacher can identify its prerequisite requirements with 90% accuracy.

Evaluation 4 - The following are lists of Receptive, Associative and Expressive requirements. Fill them in appropriately on the Methods and Materials Chart, page . An item may be used more than once.

Reception	Association	Expression
Auditory Discrimination	Cognition	Gross Motor
Auditory Memory	Associative Memory	Fine Motor Control
Auditory Closure	Convergence	Drawing
Auditory Sequencing	Evaluation	Vocal
Visual Discrimination	Body Image	
Visual Closure	Sound-Symbol	
Sensory Integration	Number Experience	

Evaluation 4

PUP METHODS AND MATERIALS CHART

SUBJECT_____

SPECIFIC SKILL_____

CATEGORY_____

METHOD/ MATERIAL	RECEPTION	ASSOCIATION	EXPRESSION	PUPILS REMEDIAL	PUPILS INSTRUCTIVE
"Simon Says"					
Numbered Dot-to-dot Picture					
Spelling Bee					

ANSWERS AND CRITERIA

FOR SELF EVALUATIONS

Prescription Integration Section

Behavioral Objective 1 - **Scoring** - 1 point per answer for a total of 10 points

Criteria - 9 points or above meets criteria

Evaluation 1 - Any one of the following.

a. Sandpaper - Templates - Tracing
b. Records -"Simon Says" - Writing from dictation - Listening tasks
c. Predict outcome of stories - Cause and Effect - Inferences - Conclusions - Distortions
d. Charades - Cause and Effect - Problem solving - Opinions - Incongruities
e. Hand puppets - Jigsaw puzzles - Beads - Clay
f. Picture reading - Describing objects - Show and Tell - Tell stories - Riddles - Drama

Evaluation 2

a. true
b. false
c. false
d. true

Behavioral Objective 2 - **Scoring** - 1 point each for items c and f. 2 points for items a, b, d, and e.

Criteria - 9 points or above meets criteria.

Evaluation 3 - (Peter P. Pickle)

a. Any activity such as "Feelie Meelie Box", textured materials, Angels in the Snow, etc.

b. The Sociogram can identify children with whom Peter should not be grouped. It is evident that some children tease or embarrass him unduly.

c. No

d. Cuisenaire Rods - Abacus - Stern Blocks or other manipulative programs

e. Select any two of the following

1. Don't evaluate him on written assignments.
2. Avoid workbook assignments when possible.
3. Use vocal responses whenever possible.

f. Hangman - requires no writing or manipulation

Behavioral Objective 3 - Scoring - 1 point for each correct placement for a total of 27 points. Minus 1 point for any incorrect placement.

Criteria - 24 points or more meets criteria.

Evaluation 4 - See page 217.

Answer: Evaluation 4

PPP METHODS AND MATERIALS CHART

SUBJECT_____

SPECIFIC SKILL_____

CATEGORY_____

METHOD/ MATERIAL	RECEPTION	ASSOCIATION	EXPRESSION	PUPILS REMEDIAL	PUPILS INSTRUCTIVE
"Simon Says"	1.Auditory Discrimination, 2.Auditory Memory, 3.Auditory Closure and 4.Auditory Sequencing. 5.Visual Discrimination, 6.Sensory Integration.	13.Cognition 14.Convergence 15.Evaluation 16.Body Image	24.Gross Motor		
Numbered Dot-to-Dot Picture	7.Visual Discrimination and 8.Visual Closure	17.Cognition 18.Associative Memory 19.Evaluation 20.Number Experience	25.Fine Motor Control 26.Drawing		
Spelling Bee	9.Auditory Discrimination, 10.Auditory Memory, 11.Auditory Closure and 12.Auditory Sequencing	21.Cognition, 22.Associative Memory 23.Sound-Symbol	27.Vocal		

BIBLIOGRAPHY

Adelman, H.S., Teacher Education and the Educationally Handicapped: Some Basic Issues and Some Partial Answers, Eric Clearinghouse on Teacher Evaluation, Title VI-B, Project No. S-006-00-768/002, July, 1970.

Arena, J. I., Building Spelling Skills in Dyslexic Children, San Rafael, California: Academic Therapy Publications, 1968.

Ashley, R. M., Successful Techniques for Teaching Elementary Language Arts, West Nyack, N.Y.: Parker Publishing Company, Inc., 1970.

Bannatyne, A. Diagnosing Learning Disabilities and Writing Remedial Prescriptions, Journal of Learning Disabilities, Vol. 1, No. 4, April, 1968.

Benyon, D., Intensive Programming for Slow Learners, Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

Bush, W. J. & Giles, M. T., Aids to Psycholinguistic Teaching, Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Carter, H. L. J. & McGinnis, D.J., Diagnosis and Treatment of the Disabled Reader, Toronto: The Macmillan Company, 1970.

Chalfant, J.C. & Scheffelin, M.A., Central Processing Dysfunctions in Children: A Review of Research, Bethesda, Md.: NINDS Monograph #9, U.S. Department of H.E.W, 1969.

Chall, J., Learning to Read: The Great Debate, New York: McGraw-Hill Book Company, 1967.

Chaney, C. M. & Kephart, N. C., Motoric Aids to Perceptual Training, Columbus Ohio: Charles E. Merrill Publishing Company, 1968.

Copeland, R. W., How Children Learn Mathematics, New York: The Macmillan Company, 1970.

Crosby, R.M.N., The Waysiders: A New Approach to Reading and the Dyslexic Child, New York: Delacorte Press, 1968.

Dechant, E., Diagnosis and Remediation of Reading Disability, West Nyack, N.Y.: Parker Publishing Company, Inc. 1968.

Della-Piana, G.M., Reading Diagnosis and Prescription, New York: Holt, Rinehart and Winston, Inc., 1968.

Draper, M. K. & Schwietert, L.H., A Practical Guide to Individualized Reading, Board of Education, City of New York: Bureau of Educational Research, Publication No. 40, 1968.

Early, G. H., Perceptual Training in the Curriculum, Columbus Ohio: Charles E. Merrill Publishing Company, 1969.

Ebersole, M. et al, Steps to Achievement for the Slow Learner, Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

Eigenbrod, F., Psychological Examination for Organicity, Tuskegee: Tuskegee Veteran's Administration Hospital, 1968.

Ekwall, E. E., Locating and Correcting Reading Difficulties, Columbus, Ohio: Charles E. Merrill Publishing Co., 1970.

Engelmann, S., Preventing Failure in the Primary Grades, Illinois: Science Research Associates, Inc., 1969.

Ennis, G. & Fryer, J., How to Begin a Personalized Reading Program, California State Department of Education, Project M9-20, August, 1970.

Feingold, A., Teaching Arithmetic to Slow Learners and Retarded, New York: The John Day Company, 1965.

Ferinden, W. E., Jr. & Jacobson, S., & Kovalensky, T., Educational Interpretation of the Stanford-Binet Intelligence Scale Form LM and the Illinois Test of Psycholinguistic Abilities, Linden, N.J.: Remediation Associates, Inc., 1970.

Ferinden, W. E., Jr. & Jacobson, S., Educational Interpretation of the Wechsler Intelligence Scale for Children (WISC), Linden, N.Y.: Remediation Associates, Inc., 1969.

Gallant, R., Handbook in Corrective Reading: Basic Tasks, Columbus, Ohio: Charles E. Merrill Publishing Co., 1970.

Heiss, W. E. & Mischio, G.S., Designing Curriculum for the Educable Mentally Retarded, Focus on Exceptional Children, Vol. 3, No. 2, April, 1971.

Johnson, D. J. & Myklebust, H. R., Learning Disabilities, Educational Principles and Practices, New York: Grune and Stratton, 1968.

Johnson, O. G. & Bommarito, J. W., Tests and Measurements in Child Development: A Handbook, San Francisco: Jossey-Bass Inc., 1971.

Kaluger, G. & Kolson, C. J., Reading and Learning Disabilities, Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

Kirk, S. A. & Kirk, W. D., Psycholinguistic Learning Disabilities, Chicago, Ill.: University of Illinois Press, 1971.

Long, N. J. et al, Conflict in the Classroom, the Education of Children with Problems, Belmont, California: Wadsworth Publishing Company, Inc., 1971.

Long, N. J., Direct Help to the Classroom Teacher, Washington, D.C.: The Washington School of Psychiatry, 1966.

Long, N. J., Payne., Evans, E., Newbarb, B., & Kerr, J., New Sociometric Technique for Classroom Teachers, School of Education, Indiana University Bulletin. Vol. 37, No. 4, 1961.

Madsen, C. H., Jr., & Madsen, C. K., Teaching/Discipline, Behavioral Principles Toward a Positive Approach, Boston: Allyn and Bacon, Inc., 1970.

Minskoff, E. H., Wiseman, D. E. & Minskoff, J. G., MWM Program for Developing Language Abilities, N.J.: Educational Performance Associates, 1971.

Myklebust, H. R., Progress in Learning Disabilities, Vol. II, N.Y.: Grune & Stratton, Inc., 1971.

Slingerland, B. H., Training in Some Prerequisites for Beginning Reading, Cambridge, Mass.: Educator's Publishing Service, 1967.

Smith, R. M., Teacher Diagnosis of Educational Difficulties, Columbus, Ohio. Charles E. Merrill Co., 1969.

Stuart, M. F., Neurophysiological Insights into Teaching. Palo Alto, Calif.: Pacific Books Publishers, 1963.

Tarnopol, L., Learning Disabilities: Introduction to Educational and Medical Management, Springfield, Ill.: Charles C. Thomas Publishers, 1969.

Torrance, E. P., Torrance Test of Creative Thinking, Princeton, N.J.: Personnel Press, Inc., 1966.

Wagner, G. et al, Language Games, Strengthening Language Skills with Instructional Games, New York: Teachers Publishing Corporation, 1971.

Waugh, K. W. & Bush, W. J., Diagnosing Learning Disorders, Columbus, Ohio: Charles E. Merrill Publishing Co., 1971.

Woody, R. H., Behavioral Problem Children in the Schools, New York: Appleton-Century-Crofts. 1969.

PPP TESTING MATERIALS

Baker, H. J. and Leland, B., Detroit Tests of Learning Aptitude, Indianapolis: Bobbs-Merrill Co., Inc., 1957.

Durrell, D. D., Durrell Analysis of Reading Difficulty, New York: Harcourt, Brace & World, Inc., 1955.

Jastak, J. E. and Jastak, S. R., The Wide Range Achievement Test, Wilmington, Delaware: Guidance Associates, 1965.

McCarthy, J. J. and Kirk, S. A., Illinois Test of Psycholinguistic Abilities, Urbana, Illinois: Institute for Research on Exceptional Children, 1961.

Torrance, E. P., Torrance Tests of Creative Thinking, Princeton, N. Y.: Personnel Press, Inc., 1966.

SUPPLEMENTARY TESTS

Beatly, L. S., Madden, R. and Gardner, E. F., Stanford Diagnostic Arithmetic Test - Specimen Set, Level I, New York: Harcourt, Brace & World, Inc., 1966.

Beery, K., Developmental Test of Visual-Motor Integration, Chicago: Follett Publishing Co.

Frostig, M., Frostig Program for the Development of Visual Perception, Chicago: Follett Publishing Co., 1966.

Gates, A. I., and McKillop, A. S., Gates-McKillop Reading Diagnostic Tests, Columbia, N. Y.: Teachers College Press, 1962.

Harris, D. B., Goodenough-Harris Drawing Test and Manual, New York: Harcourt Brace & World, Inc., 1965.

Karlsen, B., Madden, R. and Gardner, E. F., Stanford Diagnostic Reading Test, New York: Harcourt, Brace & World, Inc., 1966.

Mills, R. E., The Teaching of Word Recognition, Including the Manual of Directions for the Learning Methods Test, Ft. Lauderdale, Florida: Mills Center, Inc., 1955.

Roach, E. G. and Kephart, N. C., The Purdue Perceptual-Motor Survey, Columbus, Ohio: Charles E. Merril Books, Inc., 1966.

Slingerland, B. H., Screening Tests for Identifying Children with Specific Language Disability, Cambridge, Mass.: Educators Publishing Service, 1970.

Spache, G. D., Diagnostic Reading Scales, Monterey, California: McGraw-Hill Book Co., 1963.

Wepman, J. M., Auditory Discrimination Test - Manual of Directions - Auditory Discrimination Test, Form 1, Chicago, Ill.: Language Research Assoc., Inc., 1958.

INDEX

A-

adaptations of the P.P.P., xi
age allowances, 27, 29, 34
age discrepancy (Detroit), 34, 36
analytic learning style, 91-92
answers to self evaluations
    prerequisite skills, 63-70
    basic school subjects, 136-140
    behavioral factors, 191-197
    prescription integration
association, vii-viii, 37, 39, 41, 85, 100, 118, 201
auditory perception, vii-viii, 40, 85, 100, 118

B-

behavioral objectives
    prerequisite skills, 1
    basic school subjects, 71-72
    behavioral factors, 141
    prescription integration, 198
Behavior Profile (PPP), 142-152
Behavior Rating Scale (PPP), 172-176
bibliography, 218-220

C-

Classroom Behavior Rating Scale (PPP), 172-176
closure, vii-viii, 40, 85, 100
cognition, vii-viii, 41, 85, 101
Communication Model (PPP), vi-viii
competency statement
    prerequisite skills, 1
    basic school subjects, 71
    behavioral factors, 141
    prescription integration, 198
composite ratings (PPP Worksheets), 37-39
comprehension (reading), 73, 77, 84
conceptual-vocal expression, vii-viii, 42, 86, 101
convergence, vii-viii, 41, 85, 101
copying, vii-viii, 42, 86, 101
Copying Test (PPP)

D-

decoding (reading), 73, 81-83
Decoding Skills Analysis (PPP), 81-83
deficit prescription sheets, 199, 203
Detroit Tests of Learning Aptitude, 2-3, 12-15, 34
diagnostic handwriting chart, 109
discrepancies (triad), 44-45
discrimination, vii-viii, 40, 85, 100
divergence, vii-viii, 41, 100
Doe, Johnny (see Johnny Doe)
drawing, vii-viii, 42, 101
Durrell Analysis of Reading Difficulties, 73-80, 105-107, 115-116

E-

evaluation (associative), vii-viii, 41
expected base, 157
expression, vii-viii, 37, 39, 42, 85, 100, 119, 202

F-

flowchart, x
format (of PPP), vi

G-

glossary, viii
gross motor expression, vii-viii, 42

H-

haptic reception, vii-viii, 40

I-

Illinois Test of Psycholinguistic Abilities (ITPA), 2-3, 8-11
informal reading inventories, 77

J-

Johnny Doe
    behavior profile, 146-152
    classroom behavior rating scale, 172-176
    copying test, 32-33
    decoding skills analysis, 81-83
    Detroit scores, 2
    Durrell Analysis, 73-77
    introduction, xii
    ITPA scores, 2
    math prescriptions, 104
    math profile, 96-100
    prerequisite skills prescriptions, 47
    prerequisite skills profile, 39-44
    prescriptive planning page, 203-205
    reading prescriptions, 93-94
    reading skills hierarchy, 83-84
    school sentence form, 178-180

(Index continued)

seguin performance, 27-28
self appraisal inventory, 170-172
sociometric data, 154-163
so long, 209-210
spelling error analysis chart, 116-117
spelling prescriptions, 120
spelling profile, 117
Torrance performance, 22-24
triad discrepancies, 44-45
WISC scores, 2
writing data, 107-108
writing prescriptions, 114
writing profile, 110-111

L-

learning disabled child, i
learning methods test, 81
list of tests, 221-222
L-J sociometric test, 153-167
localization scores (Seguin), 26-28

M-

manipulation, vii-viii, 42, 86, 101
mathematics, 95-101
Math Checklist (PPP), 95-98
math methods, 102-104
drill, 103
incidental learning, 103
imagery, 103-104
activity, 104
matrix (sociometric), 153, 155-156, 160
memory, vii-viii, 40, 85, 100
Methods and Materials Chart (PPP), 206-208

O-

observation sheets (behavior), 143-149

P-

pointing, vii-viii, 42
PPP
Behavior Profile, 142-152
Classroom Behavior Rating Scale, 172-176
Copying Test, 16, 29-33
Decoding Skills Analysis, 81-83
Math Checklist, 96-98
Methods and Materials Chart, 206-208
Prerequisite Skills Profile, 39-44, 46-47
Prerequisite Skills Summary Sheet, 39, 43
Prerequisite Skills Test Summary Sheet, 34-36
Prescriptive Planning Page, 203-205
Reading Skills Hierarchy, 83-84
School Sentence Form, 177-180
Seguin Memory and Localization Sheet, 26-28
Sequential and Hierarchical Teaching Design, 210-211
Spelling Error Analysis Chart, 115-117
Worksheets (Prerequisite Skills), 40-43
Writing Checklist, 107, 110-111
Writing Test, 105-107

prescriber, v
prescription integration, 198
prescription writing
behavior, 152, 172
mathematics, 100-104
prerequisite skills, 46-47
reading, 85-94
self concept, 170, 172, 177, 180
sociometric, 163-167
spelling, 117-120
writing, 110-114
Prescriptive Planning Page (PPP), 203-205
process, v

R-

rating scale (PPP worksheets) 37-39
reading, 73-93
reading methods
auditory (sound-symbol), 89
basal readers, 92
experience reading, 93
Fernald training, 89-90
Gillingham alphabetic, 90-91
kinesthetic, 89-91
linguistic readers, 92
phonic readers, 93
visual (shole-word), 88
Reading Skills Hierarchy (PPP), 83-84
reception, vii-viii, 37, 39-40, 85, 100, 118, 200

(Index continued)

S-

School Sentence Form (PPP), 177-180
Seguin Form Board
self appraisal inventory
self evaluations
    prerequisite skills, 48-70
    basic school subjects, 121-140
    behavioral factors, 181-197
    prescription integration

sensory integration, vii-viii, 40, 86, 100
sequencing, vii-viii, 40, 85, 1000
Sequential and Hierarchical Teaching Design (PPP), 210-211
significantly ignored pupil (SIP), 162-167
significantly preferred pupil (SPP), 162-167
significantly rejected pupil (SRP), 162-167
significantly split pupil (SSP), 162-167
simple score (PPP worksheets), 37
social comprehension, vii-viii, 41, 86, 101
social preference, 153
sociometric test (L-J), 153-167
spelling, 115-120
Spelling Error Analysis Chart (PPP), 115-117
spelling methods, 119
sub-test descriptions, 3-16, 74-76
summary sheet (prerequisite skills), 39, 43
synthetic learning style, 91-92

T-

task analysis, 86-87, 101-102, 110, 112
task demands, 4-16, 45, 73-77
Torrance Picture Making, 16-25
triads, 37, 44-45

V-

visual, vii-viii, 40, 100, 118
vocal repetition, vii-viii, 42, 101

W-

Wechsler Intelligence Scale for Children, 2-7
weighted score (sociometric), 155-157
Wide Range Achievement Test, 95-97
writing, 105-114
Writing Checklist (PPP), 107, 110-111
writing disorders, 112
writing methods, 113-114
Writing Test (PPP), 105-106, 108